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ABSTRACT

Presented is testimony from 1977 hearings before the Subcommittee on Select Education of the House Committee on Education and Labor regarding the extension of the Education of the Handicapped Act. Included are statements from representatives of such agencies as the National Association for Retarded Citizens, the Council for Exceptional Children, American Speech and Hearing Association, National Association of the Deaf Blind, National Consortium of Physical Education and Recreation for the Handicapped, and the National Committee on Arts and the Handicapped. (CL)

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EXTENSION OF THE EDUCATION OF THE HANDICAPPED ACT

U.S. DEPARTMENT OF HEALTH,
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HEARINGS

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-FIFTH CONGRESS

FIRST SESSION

HEARINGS HELD IN WASHINGTON, D.C.
APRIL 25; MAY 2, 1977

Printed for the use of the Committee on Education and Labor

CARL D. PERKINS, *Chairman*

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EXTENSION OF THE EDUCATION OF THE HANDICAPPED ACT

MONDAY, APRIL 25, 1977

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON SELECT EDUCATION
OF THE COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:40 a.m. in room 2175, Rayburn House Office Building, Hon. John Brademas (chairman of the subcommittee) presiding.

Members present: Representatives Brademas, Kildee, Quie, and Jeffords.

Staff present: Jack G. Duncan, counsel; Thomas Wolanin, deputy staff director; Joan Godley, staff assistant; Valerie Lewis, staff assistant, and Martin L. LaVor, senior legislative associate.

Mr. BRADEMAS. The subcommittee will come to order for the purpose of hearings on the proposed extension of Public Law 91–230, the Education of the Handicapped Act.

Since 1970, this act has assisted the States in carrying out their responsibilities to provide a free, appropriate public education to the 8 million handicapped children in this country. Special programs supported by the Education to the Handicapped Act enable schools to offer the educational opportunities that handicapped children need.

Regional resource centers assisted by the act provide special support and services to local school districts through first, the development of instructional materials and technological devices for teaching the handicapped; and second, through the training of personnel, including teachers, administration, and specialists, such as those in physical education and music therapy who work in the education of the handicapped.

Part B of the Education of the Handicapped Act was extended and amended by Public Law 94–142, the Education for All Handicapped Children Act of 1975, which mandates that all handicapped children have available to them by September 1, 1980, a free, appropriate education.

The programs and resources supported by the Education for the Handicapped Act will help the States in meeting this mandate for educating handicapped children.

At our hearings this morning, we shall hear testimony from witnesses representing the administration as well as agencies involved in developing educational materials and techniques for the handicapped and in training professionals who teach disabled children.

We are pleased this morning to have a panel of representatives of organizations that are spokesmen for handicapped persons. First, we shall hear from James Chapman of the Board of Directors for the National Association of Retarded Citizens, Washington, D.C., accompanied by Paul A. Marchand, Director of Governmental Affairs; and Harold Perry, president of the Council for Exceptional Children accompanied by Frederick Weintraub, Director of Governmental Relations of the CEC from Reston, Va.

Gentlemen, would you please come forward?

As you can see, we have a lengthy list of witnesses today, and so the Chair hopes that to the extent possible you can summarize your testimony. All of it will be included in the transcript, and that will enable us to put some questions to you.

Will Mr. Chapman be willing to begin?

Mr. CHAPMAN. Yes, Mr. Chairman, good morning.

STATEMENT OF JAMES CHAPMAN, MEMBER OF THE BOARD OF DIRECTORS, NATIONAL ASSOCIATION FOR RETARDED CITIZENS, WASHINGTON, D.C., ACCOMPANIED BY PAUL A. MARCHAND, DIRECTOR, GOVERNMENTAL AFFAIRS, NATIONAL ASSOCIATION OF RETARDED CITIZENS, WASHINGTON, D.C.

Mr. CHAPMAN. I am Jim Chapman. I will make my comments as brief as possible in light of the long agenda.

I am a member of the board of directors for the National Association of Retarded Citizens and, as a consequence, I have a number of years of personal experience in the field of retardation.

I wish to thank you and the members of the committee to allow our organization to speak for you on behalf of our country's 6 million mentally retarded citizens. As you well know, their needs are great. They require many supportive services to make their lives more meaningful.

The one service required by all retarded children is, of course, education. Education serves as the foundation for further training vision in the community, and for participating in the normal for employment, for living independently, or for living with super- activities which society generally takes for granted.

Thanks to you, Mr. Chairman, and members of this committee, the Federal role in educating handicapped children has been significantly increased. The enactment of the Education for All Handicapped Children Act holds great promise for all children, regardless of the severity of their disability, to profit from an appropriate public education.

While much of our attention is turned to the implementation of the State grant formula program, we must not neglect the other important programs in the Education for the Handicapped Act. These programs have been and hopefully will continue to be a major resource for improving educational programs for handicapped youngsters.

The National Association for Retarded Citizens would like to focus your attention on certain of these programs which we feel need to be extended and expanded.

The first of these is the early childhood education portion of the act. The many portions funded under the early childhood education program have served as catalysts for development of educational programs for young, handicapped children. It was not 2 years ago that local units of the National Association of Retarded Citizens were operating most pre-school and school age programs because the public schools would not provide these programs.

In many instances, this is no longer the case. The passage of Public Law 94–142 and the continued success of the early childhood education programs has helped demonstrate to the States that handicapped youngsters can and must be educated. However, much must still be learned so that we can develop appropriate programs for these children and expand our field of knowledge and technique of doing the job and doing it correctly.

The programs funded by this section of the act have pioneered in curriculum development and teaching methodology and other important components in the education of young children, and I can speak from personal experience. Just up the road apiece, in Howard County, Md., there is an education program that is doing the job that I think is intended by our leaders in the Federal Government and is, in fact, developing new and innovative ways of dealing with these very young 12-week old, 16-week old, and up to 5-year old young people.

There remains a continuing need in this area, particularly in light of the pre-school incentive program in Public Law 94–142. NARC envisions these programs as complementary and in support of each other. Clearly, the Early Childhood Education Act, with its emphasis on special short-term programs, will give us the basis of knowledge and understanding of the developmental skills that will, in the long term, then, turn around and fund and finance ongoing educational programs.

We request your continued support of the early childhood educational program intact.

The programs under the other sections that we would like to speak to are programs for the severely handicapped. By far the most neglected children in terms of education have been those with severe handicapping conditions. Thousands and thousands of severely and profoundly retarded children have been systematically denied access to a public education, despite many local and State laws to the contrary.

Again, we have great hopes that the implementation of 94–142 will solve this injustice. However, without the special projects for the severely handicapped in part C, school systems will lack models from which to base their programs.

So much needs to be learned in this area that every resource available must be utilized to the fullest.

Mr. Chairman, for these reasons, NARC urges the committee to continue to support part C of the Education for the Handicapped Act.

My final comment concerns the subpart D, personal training. Continued preparation of trained personnel to meet the educational needs of handicapped students is of vital concern, particularly to those of us who are so closely involved with the problem.

It is particularly important as the educational community continues to serve a new population, new to the education community, the population made up of the severely and profoundly retarded adult, the young adult.

In order to meet this challenge, many new teachers and support staff will need to be trained to support the needs of these children. Frankly, not enough is known in how to best educate this population. It is critical that institutions of higher education, special education agencies, and others gear up to meet this challenge.

The National Association for Retarded Citizens suggests that certain funds in part D be set aside for the in-service training of currently available teachers, and especially aides. By so doing, teachers and aides who have already demonstrated both the interest and talent in working with the handicapped can be more fully utilized in a shorter period of time and with greater expectations that quality education will be available.

Severely handicapped children and their parents cannot wait 4 more years while new special ed teachers are trained in colleges and universities. A ready pool of seasoned, special educators is available for retraining.

Funds from part D should be made available on a high priority basis for this purpose.

The National Association for Retarded Citizens is the recipient of a grant for this part of the act. We are now in the process of training educators and parents of handicapped children to work together in understanding the special needs of severely and profoundly retarded children.

In addition, we are training them to better monitor public school programs. The trainees who are directly trained by us will then directly replicate the program in their local ARC units. By the end of the project, in mid-1979, we expect to have trained a full cadre of parents in each region of the country. This inexpensive, yet effective, process should escalate the implementation of the Education for All Handicapped Children Act, and allow more informed participation by parents in their children's educational program.

In summary, Mr. Chairman, NARC firmly believes that various special project programs are essential components of education programs for the handicapped which require your prompt attention. We recommend an extension of the programs as rapidly as possible.

Thank you.

Mr. Brademas. Thank you, Mr. Chapman.

Shall we hear now from Mr. Perry?

STATEMENT OF HAROLD PERRY, PRESIDENT, THE COUNCIL FOR EXCEPTIONAL CHILDREN, ACCOMPANIED BY FREDERICK J. WEINTRAUB, ASSISTANT EXECUTIVE DIRECTOR FOR GOVERNMENTAL RELATIONS, THE COUNCIL FOR EXCEPTIONAL CHILDREN

Mr. PERRY. Mr. Chairman, members of the Select Education Subcommittee, I am Harold Perry, president of the Council for Exceptional Children, and my bread-and-butter job is director of special education, the division of special education of the Memphis city schools.

We want to thank you for the opportunity to appear before this distinguished panel of the House Education and Labor Committee to offer the views and recommendations of this Council for Exceptional Children during these important deliberations regarding the reauthorization of the Education of the Handicapped Act.

Initially, Mr. Chairman, we wish to utilize this occasion to express our basic endorsement of continuation of the legislative authority provided by the Education of the Handicapped Act. Our comments today are directed as raising issues for your consideration, and we are not prepared at this time to offer specific legislative language, but we will do so at a later date.

If I may be permitted to interject a personal note, it is indeed a pleasure and a great opportunity for me as a practitioner to have the opportunity to sit before you and others and talk about the things that we attempt, on the home front.

As someone said one time, that is where the buck stops when we deal with parents and kids. I would also take this opportunity to express to you, and I think on behalf of all the handicapped and gifted kids, that we deeply appreciate your concern and your interest for the welfare of these kids by not only this legislation, but by the many other efforts that you have extended in the past.

The points that we would like to mention relate very simply to those things that we feel are very pertinent to providing these services for exceptional kids, and you will note I have used the term exceptional in reference to the word handicapped because this is one of the points that we would like to mention here, and that is that our recommendation relates to the use of, or inclusion, of the gifted and talented along with legislation.

We believe, Mr. Chairman, it is time for Congress to clearly signal this priority, and therefore we recommend the following legislative action, that the current Federal definition of VHA part A, section 602, handicapped children for education purposes, be changed to a definition of exceptional children, and that gifted and talented children be included in that revised definition.

Also, that the current Bureau of Education of the Handicapped be redesignated as the Bureau of Education for Exceptional Persons, with the clear understanding that gifted and talented children are a priority target population of that redesignated bureau.

And that wherever appropriate, the Commissioner, discretionary programs EHA parts C through G of the current BEH be extended to include gifted and talented children as an eligible target population along with handicapped children.

The current ESCA title IV, section 404 be abolished as well as the current office of Gifted and Talented within BEH, since they would no longer be necessary because of the proposed enlarged scope of the BEH programs.

The operational levels for EHA parts C through G be appropriately raised to conform to this enlarged mission on behalf of all exceptional children.

At this point, we would like to observe that the proposed enlargement of the exceptional child base is by no means revolutionary. Many States—in fact, 16 States have already within their own laws for exceptional children the inclusion of the gifted and talented child. It is not revolutionary, either in statute or in practice.

Moreover, in the special education profession, there exists a long-established common base of expertise with respect to the whole spectrum of exceptionality of handicapped children and gifted and talented children.

Mr. Chairman, another aspect of this that we feel very keenly about relates to personnel preparation or development. We are especially concerned that in the future that funds be appropriated for the training or in-service training of the general education teacher as well.

If we are going to implement effectively the laws and statutes for handicapped and gifted kids, we are going to have to be as much concerned about the changing of attitudes of the general education teacher and of the elementary and secondary school principals as well.

We still are experiencing a great shortage in certain areas. We cannot find enough teachers in the areas of the deaf, the blind and the physically handicapped.

There is also a great need to continue upgrading our teachers. In this day and time, we are giving a lot of attention to the individual differences of the kids.

Educators for many generations have been giving lip service to providing for the individual differences, but primarily due to money, we have not done much about it. We have been guilty in the past of presenting programs and finding kids that would appropriately fit these programs, but with the advent of the Public Law 94–142 we hope we now can do more than just give lip service to providing for individual differences as we develop individual educational plans.

But this all requires an upgrading of personnel, not only new personnel, but those already trained. In the years educators in teacher training institutions have trained teachers in categories, categorically trained teachers—teachers for the mentally retarded, teachers for blind disabilities and so on. We hope to see the day come when there is the noncategorically trained teacher.

The demonstration projects for all practical purposes, all of the following existing EHA components were at least intended to be model demonstration projects rather than direct service components.

What we are saying in essence is that we would like to see demonstration projects in the future evolve in three areas: preschool, school age and lastly, the older handicapped and gifted children.

Each one shares equal importance as far as the needs of the kids are concerned. Perhaps it would be appropriate, too, to give some emphasis on the older kids, because this is where we find many of them returning back to the public schools that have not been properly trained and educated.

The council therefore recommend that the components cited at the beginning of this segment be combined into one component, and one fiscal authorization as the EHA model demonstration program, with the current four target earmarks.

Mr. Brademas. It is difficult to hear what you are saying. Could you pull that microphone forward?

Mr. Perry. Thank you, sir; I appreciate that.

It is difficult, Mr. Brademas, to keep the school teacher contained within a few minutes, but I will try to do so.

Mr. Brademas. Are you reading this prepared statement?

Mr. Perry. No.

Mr. Brademas. I am having a hard time following the points you are trying to make. Are you just ignoring this prepared statement?

Mr. Perry. No, I am not ignoring it, sir, from the standpoint of content. I am ignoring it from the standpoint of the sequence in here. I am trying to highlight some of the points.

Mr. Brademas. All right.

Could you make some reference to the points that you are trying to make. Do you follow me?

Mr. Perry. Yes, certainly.

Well, if I may just briefly then just summarize what I have attempted to cover up to this point——

Mr. Brademas. Just point to the page numbers. We can read it.

Mr. Perry. I will get my worthy assistant here to find the pages.

First of all, I referred to the combining or the involving of the gifted and talented children.

Mr. Brademas. That point, I got. What is the next point?

Mr. Perry. The next point related to personnel preparation. I believe you will find that beginning on page 5.

Mr. Brademas. I have that. What is the next one?

Mr. Perry. We have covered that point, then.

The demonstration programs.

Mr. Brademas. What is that?

Mr. Perry. I believe that starts on page 9. Our recommendation is on the top of page 9:

Mr. Weintraub. I believe it is page 7.

Mr. Brademas. I am sorry to press you, but we are really pressed for time, and I do not want to waste your time and sit here and give you the impression that I know what you are talking about when I do not.

Mr. Perry. Fine. Thank you, sir.

Well, let's just do one other point here, then, that part relating to research. I believe that is on page 5.

There is one point, sir, that I would like to make here, and that is in reference to the research all being done in universities or, as is referred to often, the "think tanks," the professional, the agencies—or not agencies, but the companies concerned with research.

The point is that many of us feel that there is much to be offered in terms of research, from the standpoint of research in public school settings. In fact, we have in our own division, and most large cities have, research departments. Also, the fact that this is where much of the action is in terms of serving the needs of kids, so we are merely suggesting here is the research grants that are awarded, that there be consideration and a look-see at what needs to be done as far in local school systems as far as carrying on meaningful constructive research on behalf of exceptional kids.

Thank you, sir. We appreciate this very much.

[Prepared statement of Harold Perry follows:]

STATEMENT OF

THE COUNCIL FOR EXCEPTIONAL CHILDREN

to the

SELECT EDUCATION SUBCOMMITTEE

of

THE HOUSE EDUCATION AND LABOR COMMITTEE

with respect to

PROPOSED EXTENSION OF THE EDUCATION OF THE HANDICAPPED ACT

PARTS C THROUGH G

April 25, 1977

Presented by:

Harold Perry, President, The Council for Exceptional Children

Accompanied by:

William C. Geer, Executive Director, The Council for Exceptional Children
Frederick J. Weintraub, Assistant Executive Director for Governmental Relations, The Council for Exceptional Children

Mr. Chairman, Members of the Select Education Subcommittee:

I am Harold Perry of The Council for Exceptional Children, and I am also the Director of the Special Education Division of the Memphis City Schools. Accompanying me today are William C. Geer, CEC's Executive Director, and Frederick J. Weintraub, Assistant Executive Director for Governmental Relations

We thank you for the opportunity to appear before this distinguished panel of the House Education and Labor Committee to offer the views and the recommendations of The Council for Exceptional Children during these important deliberations regarding reauthorization of the Education of the Handicapped Act. May we also take this opportunity to express again to you, Mr. Chairman, the continuing admiration, and warm appreciation of the membership of the Council for your unrelenting efforts on behalf of America's exceptional children.

As you know, Mr. Chairman, The Council for Exceptional Children is a national organization with a membership of approximately 70,000 professionals in the field of special education. One of the most fundamental ongoing missions of the Council, which has brought us to Capitol Hill on so many occasions through the years, is to seek continual improvement of Federal provisions for the education of America's exceptional children and youth, both handicapped and gifted.

Initially, Mr. Chairman, we wish to utilize this occasion to express our basic endorsement of continuation of the legislative authority provided by the Education of the Handicapped Act. Our comments today are directed at raising issues for your consideration. We are not prepared at this time to offer specific legislative language, but will do so at a later date.

Overall Objectives

As you well know, Mr. Chairman, being yourself among its primary architects, we now have firmly placed in the statute books P.L. 94-142, the Education for All Handicapped Children Act, which landmark legislation embodies the major features of the overall Federal commitment to its handicapped children in both fundamental areas of rights and fiscal commitment. P.L. 94-142 clearly sets forth the permanent goal for the Federal financial contribution and equally clearly sets forth those educational rights guarantees that must be adhered to by the States and their intermediate and local school districts.

Parenthetically, we are most pleased that President Carter has added his own endorsement to that overwhelming endorsement of P.L. 94-142 witnessed in the vote of approval in the Congress itself. In the August issue, 1976, of Exceptional Parent, now-President Carter had this to say:

> I will implement the Education for All Handicapped Children Act (Public Law 94-142) as swiftly as possible, to insure that all the children in this nation can receive a high quality public education. I believe that this is an important and worthwhile use of our limited public funds. We must attempt to enable all of our people to reach their full human potential.

It is apparent to all, some year and one quarter after enactment, and most especially to those who are at the front-line of instruction -- namely, the personnel in our school systems -- that those EHA components other than Part B of the EHA must be strengthened in every way practical and appropriate to support the basic mission of P.L. 94-142. We endorse that concept, and offer our thoughts toward achieving that objective. At the same time, while supporting whatever redirection of EHA Parts C through G may be required to meet the rather immediate needs attendant to P.L. 94-142, we will at the same time encourage a proper balance so that these other EHA programs may also continue to enrich long-term, future instructional and related needs in the education of exceptional children.

Personnel Development

The special education manpower development component (Part D) of the Education of the Handicapped Act, has been, in our estimation, a highly successful Federal support program. As you know, this component provides financial assistance through grants to institutions of higher education, State education agencies, and other nonprofit agencies.

We do not belong to that school of thought which would massively alter this component. Rather, we believe that it is necessary to examine areas of need in 1977 with a view to revising the Part D statute so that it may better support current and future, rather than past requirements.

The Council perceives the following state of affairs in the late 1970's:

- continuing personnel shortages in certain critical areas which is really threefold: shortages in disability areas (such as instruction of the severely handicapped and the seriously emotionally disturbed); shortages in certain geographic areas; and shortages in certain program areas, such as vocational education of handicapped persons.

- personnel surpluses in certain disability areas (such as may be the case in some instances in instruction of the mildly retarded) as well as personnel surpluses in certain geographic areas.
- a massive need for inservice training of both general and special education personnel.

With respect primarily to that third issue of inservice, we believe it appropriate to give attention, though qualified and cautious attention, to a recent U. S. General Accounting Office study on manpower needs and how they are being met.

In a report to the Congress entitled "Training Educators for the Handicapped: A Need to Redirect Federal Programs," the GAO submitted these basic observations:

- The majority of handicapped students spend most of their schoolday in regular classrooms, yet regular classroom teachers generally have not received training in the skills needed to effectively teach them.
- Handicapped students vitally need vocational instruction, yet they are intentially excluded from the schools' vocational training programs by teachers untrained in methods for teaching the handicapped.

The GAO further observed that HEW's programs for preparing teachers have primarily been directed to:

- stimulating growth in the capacity of colleges to prepare specialists for educating the handicapped; and,
- giving financial support to college students going into the field of special education.

The report concludes with the following recommendations to the Secretary of Health, Education, and Welfare:

- Provide a major emphasis on programs for training the Nation's regular classroom teachers to effectively deal with the handicapped, in cooperation with State and local education agencies and institutions of higher education.
- Discourage the use of Bureau of Education for the Handicapped funds for paying stipends for full-time students, except where such stipends are deemed essential and other sources of student assistance are not available.

- Emphasize the need for applying individualized instruction techniques to the handicapped by supporting projects -- such as those for preparing and using paraprofessionals -- designed to extend the regular classroom teacher's ability to reach individual students.
- Develop and implement a plan to provide vocational educators with the skills and abilities needed to effectively deal with the handicapped in the regular classroom.

While we find the GAO's basic assessment of personnel needs in the education systems accurate and the GAO's recommendations generally worthy of attention, we find the criticism of the Bureau of Education for the Handicapped quite unfair, especially in light of their projected directions in disbursement of funds under EHA Part D. In evidence of the growing BEH priority for inservice training of both regular and special education personnel, we submit their own fiscal 1977 and projected fiscal 1978 funding allocation charts. (Appendix A)

Parenthetically, the GAO itself acknowledged in the aforementioned report that its criticisms might be largely out of date:

> However, if successfully implemented, action taken by the Bureau of Education for the Handicapped since GAO's fieldwork was completed should greatly improve the special project program.

U. S. O. E. - BEH is indeed moving to "greatly improve the special project program," and officials at the Bureau are to be complimented for the incremental revision of funding priorities.

Nonetheless, along with the GAO's assessment of need and its recommendations, another reason exists for drawing attention to their report. The GAO offers us an important reminder, namely, that EHA, Part D, was never intended to be a basic support mechanism for the higher education systems. Part D is intended to train personnel, wherever such training is needed.

We would therefore recommend, Mr. Chairman, that the statutes governing Part D be more flexible in order to meet the very immediate as well as future personnel needs. We would more specifically further recommend that the statutes be so designed as to allow for three basic missions in the coming years:

- the continual upgrading of competencies for both general and special education personnel;
- targeting on critical shortages in the preservice training of personnel;
- the pursuit of better training models for the future.

May we say, Mr. Chairman, that the last mission cited is no small matter. While we [illegible] the closing of gaps under the pressure of very critical and immediate needs, we must not "give up" the future. We must continue to explore challenging and innovative new training mechanisms and techniques.

Research and Development

The Council firmly believes that the EHA legislative authorities for research and development must be revised where necessary to assist in the achievement of two overriding objectives:

- the maintenance of a long-term programmatic capacity
- and provision of a more flexible base for on-going problem solving.

By long-term programmatic capacity we mean that the Bureau of Education for the Handicapped should be able on a planned sequenced basis to support research on improvement of education of exceptional children. Such research cannot be slipshod nor should it necessarily be subject to problems of the immediate. It requires national planning and coordination. Therefore, we support the continuation of BEH controlling the use of such funds through the present "Request for Proposals" approach. We are particularly concerned that attention be given to the following programmatic issues: improving instructional methodology, policy research and technology.

While all of the above are equally important, we would like to highlight the need to do something to improve our exceedingly fragile link-up with technology. As a Nation we will probably be remembered for a number of characteristics, but one of those characteristics will certainly be our engineering and technological capacity. We at the Council grow increasingly concerned that the still incredible pace of technological innovation and improvement is not interfaced in any organized, consistent, and comprehensive manner to assist exceptional persons across a broad range of possibilities, for examples -- the amelioration of handicapping conditions and assistance in instruction.

Let us take an example of what we ought to be seeing a great deal more of in applied technology in the years to come, again taken from BEH-supported projects. National attention has been given of late to the Kurzweil Reading Machine, invented by Raymond Kurzweil of Cambridge, Massachusetts.

The Kurzweil Reading Machine speaks the pages of books, magazines, newspapers, typewritten letters, and similar materials at the synthesized human speech rate of 200 words per minute, spelling or repeating if the user desires. This electronic breakthrough gives the visually impaired or blind almost unlimited access to all printed material. Easy to operate, the machine authomatically starts speaking after the user places the paper with print face down on a glass plate, and presses a button. A major feature of Kurzweil's system is that it can distinguish a variety of type fonts, and actually "learn" new ones from a computer program.

In essence, this is the problem, Mr. Chairman: too often we wait for a dedicated researcher or scientist to come knocking at the Federal door with a good idea. The statutes must encourage a permanent link-up with the scientific and technological community in order to at least reduce the number of what have certainly been too many lost opportunities for applied technology to the benefit of exceptional persons.

In addition to programmatic research the research authority needs to clearly provide the capacity to engage in practical short term as well as long term problem solving at all levels of the educational system. In that same context, we must break loose from the increasing procedural policy of permitting the basis for research to flow from one direction only, that is, the Federal direction. More pointedly, forcing practically everything into the "RFP only" procedural mold is stifling creativity. Put bluntly, we require a parallel mechanism for invitations to do research which says, in effect, "We will receive applications for your ideas."

It has been our experience that preparing oneself to accept the need for the aforementioned flexibility requires a broadening of one's "mind set" on who should be doing practical research. The capacity and the need to do research does not reside simply in the universities and the large "think tank" firms. For example, we must be more attentive to the research capacity of local school districts.

The Demonstration Projects

For all practical purposes, all of the following existing EHA components were at least intended to be model demonstration projects, rather than direct service components:

- the special program for children with specific learning disabilities (EHA, Part G)
- the early childhood program (EHA, Part C)
- the severely handicapped projects (EHA, Part C)
- the regional, vocational, adult, and postsecondary programs (EHA, Part C).

First proposition: Demonstration projects too often end up being in reality, direct service projects -- frankly, because of the need. However, children with specific learning disabilities should now receive the appropriate instruction they require through the assistance of the larger EHA Part B as revised by P.L. 94-142. Correspondingly, the new preschool incentive component of the same P.L. 94-142 should now be perceived as the legitimate direct service support mechanism for early childhood developmental programs, and should not, in effect, be forced to compete for appropriations with the older early childhood "models."

Second proposition: We still require, however, and perhaps always will find the need for, model demonstration instructional projects. As examples, we perceive a notable paucity of much needed model development activity for the seriously emotionally disturbed, the multi-handicapped, and for programs for children below the age of three.

Third proposition: The best mechanism for meeting the demonstration requirements of 1977 and the more distant future would be a flexible Federal demonstration authority, without the current, in effect exclusionary, earmarks.

The Council therefore recommends that:

i. The components cited at the beginning of this segment be combined into one component and one fiscal authorization as the EHA Model Demonstration program, with the current four target earmarks being dropped.

2. Such a combined model program be instead earmarked for funding into the following thirds:
   - one-third for preschool (from age zero) model projects
   - one-third for school-age model projects
   - one-third for post-school age model projects

We believe that such a three-way division by the Congress would provide sufficient comparability to the existing four separate authorities to allow continuity of programming where appropriate, while at the same time providing for a new flexibility to meet other target areas.

Other ESEA Authorities

Mr. Chairman, we wish to allude to other programs within the overall Elementary and Secondary Education Act for purposes of discussing the interaction of all HEW-based Federal programs impacting upon the education of exceptional persons.

For instance, we have the 15 percent setaside for handicapped children in each State allocation under ESEA Title IV, Part C, Educational Innovation and Support. Moreover, P.L. 93-380 (Title VI, Part A, Section 603) amended the Adult Education Act in such a manner as to provide that not more than 20 percent of the funds under the Adult Education Act can be applied to educational programs for institutionalized persons. Finally, under the ESEA program of School Assistance in Federally Affected Areas (Impact Aid) the same P.L. 93-380 provides that, for the purpose of computing the amount to which a local educational system is entitled, the Commissioner shall count as one-and-one-half any child who is handicapped if that child is the dependent of a member of the U. S. Armed Services.

Regardless of the specific purpose of any of a number of worthy authorities within the ESEA for the education of exceptional children as well as other HEW programs impacting upon that education, the cornerstone, the basic mission around which all other components must gravitate is P.L. 94-142, the Education of All Handicapped Children Act.

Mr. Chairman, P.L. 94-142 could provide a unique opportunity to begin to better coordinate the complex of Federal services impacting upon exceptional children. This law has a clear mission: that all handicapped children be provided a free appropriate public education by September 1, 1978.

This Act, which is critically important if we are going to insure that handicapped children receive an education, is going to require increased State and local dollar commitments in addition to increased Federal commitments. However as one looks at the services required, there are many existing Federal laws that could be of assistance to State and local communities trying to comply with P.L. 94-142. For example, P.L. 94-142 requires each State to establish a system for locating and evaluating handicapped children. P.L. 92-603 provides for early periodic screening, diagnosis and testing (EPSDT). This law administered by the Social Rehabilitation Services Administration could provide financial, professional and technical assistance to State education agencies trying to carry out P.L. 94-142. However, because they are separate laws and administered by separate agencies, the likelihood of a cooperative effort is negligible. P.L. 94-142 requires and provides special incentives to provide education to preschool handicapped children. Head Start has special earmarked funds and a mandate to serve handicapped children, but so far it has been almost impossible to get Head Start and State education agencies to plan together.

Lack of coordination provides a disincentive for carrying out public policy. For example, P.L. 94-142 requires that handicapped children in State schools and institutions be provided an education. There has been a growing trend to change the character of State institutions from being purely custodial to becoming developmental centers. P.L. 94-142 is consistent with that objective. However, the Medicaid program, which supports much of the cost of State institutions, requires certain staff ratios in their regulations. Educators are not permitted to be counted because the regulations were designed by health professionals. Therefore, institutions who want to hire teachers to teach kids are forced to hire nurses so that they can retain their Medicaid support. Thus, they may find themselves caught in the situation of having to decide which Federal law to violate. That decision will be made on the basis of which provides greater funds rather than what is in the best interest of the children they serve.

We therefore recommend that the Congress order an HEW-wide study of all programs impacting upon exceptional children with at least the following objectives:

- How can all programs regardless of whether they are specifically addressed to the handicapped better assist in achieving the basic mission of P.L. 94-142?

- What aspects of programs, regulations, etc. interfere with the achievement of that mission?
- What statutory, regulatory, and administrative changes are required to guarantee that all appropriate programs are serving the basic mission of P.L. 94-142?

Gifted and Talented Children

On October 6, 1971, then U. S. Commissioner of Education, Sidney Marland submitted his nationwide assessment regarding the status of gifted and talented education to the Congress. Among his more salient findings, the Commissioner discovered that: 1) only a relatively small percentage of the nation's 1.5 to 2.5 million gifted and talented children were actually benefiting from existing educational services; 2) gifted educational services had a low priority at virtually all levels of government and school administration; and 3) very little was actually being accomplished in the field of gifted and talented education because of more pressing funding priorities, more threatening crises, and the absence of adequately trained personnel.

Conclusions regarding the use and impact of Federal assistance to stimulate the development of new programs were equally depressing. The study found, for example, that less than 15 percent of the States were spending any of their Title I funds to identify or to develop special programs to meet the needs of gifted and talented youngsters from deprived areas. In addition, it discovered that only 20 percent of the States had used Title III monies for programs or services directed at the gifted and talented and that only nine of the States had utilized Title V monies to strengthen their programs for these students.

The implications extrapolated from the Marland Report were clear -- efforts to stimulate the development of gifted and talented programs through the use of unspecified Federal appropriations were not directly benefiting gifted children.

A modest but significant step toward initiating a real Federal presence in this area was taken by the Congress with the creation of a program of gifted and talented educational support in P.L. 93-380, Section 404, Special Projects.

But some six years after the Marland report to the Congress we have still not acknowledged that the special educational needs of this group of vulnerable children -- truly handicapped when they fail to receive appropriate special instruction suited to their unique needs and their unique potentials -- is also a necessary National, and therefore Federal priority.

We believe, Mr. Chairman, that it is time for the Congress to clearly signal priority, and we therefore recommend the following legislative action:

- That the current Federal definition (EHA, Part A, Section 602) of handicapped children for educational purposes be changed to a definition of "exceptional children," and that gifted and talented children be included in that revised definition. (See Appendix B)
- That the current Bureau of Education for the Handicapped within the Office of Education be redesignated as the "Bureau of Education for Exceptional Persons," with a clear understanding that gifted and talented children are a priority target population of that redesignated bureau.
- That, wherever appropriate, the Commissioner-discretionary programs (EHA, Parts C through G) by the current BEH be expanded to include gifted and talented children as an eligible target population along with handicapped children.
- That the current ESEA Title IV, Section 404, be abolished as well as the current Office of Gifted and Talented within BEH, since they would no longer be necessary because of the proposed enlarged scope of the BEH program.
- That authorization levels for EHA Parts C through G be appropriately raised to conform to this enlarged mission on behalf of all exceptional children.

Mr. Chairman, without going into great detail at this juncture, we would like to observe that the proposed enlargement of the exceptional child base is by no means revolutionary. Many States already have such a base, either in statutes or in practice. Moreover, in the special education profession there exists a long established common base of expertise with respect to the whole spectrum of exceptionality, handicapped children and gifted and talented children.

Mr. Chairman, we again thank you for the opportunity given the Council to appear today on behalf of exceptional Americans. In closing, may we simply reiterate that we stand prepared to make the full resources of The Council for Exceptional Children available to this Subcommittee as it fulfills its legislative charge with respect to reauthorization of the Education of the Handicapped Act.

FY 1977 Funds Distribution
(School year 1977-78)
(Dollars in Thousands)

	Pre-Service		In-Service		All	
	Amount	Trained	Amount	Trained	Amount	Trained
1. Preparation of Special Educators						
a. Early childhood	$4,400	1,375	$1,820	2,800	$ 6,220	4,175
b. Severely handicapped	7,300	2,281	2,140	3,290	9,440	5,571
c. Paraprofessional	1,000	666	300	460	1,300	1,126
d. Physical education	750	234	280	430	1,030	664
e. Recreation	700	218	250	384	950	602
f. Interdisciplinary	450	214	180	276	630	490
g. General special education	8,750	2,734	1,730	2,660	10,480	5,394
h. Vocational/career education	1,000	312	600	930	1,600	1,242
Subtotal	$24,350	8,034	$7,300	11,230	$31,650	19,264
2. Special Education Training for Regular Education Teachers 1/	$ 3,550	---	$6,125	15,313	$ 9,675	15,313
3. Instructional Models						
a. Developmental Assistance	NA	NA	$ 400	600	$ 400	600
b. Model implementation	$ 3,000	937	$ 650	1,083	$ 3,650	2,020
c. Volunteer program	---	---	---	---	---	---
Subtotal	$ 3,000	937	$1,050	1,683	$4,050	2,620
Total	$30,900	8,971	$14,475	28,226	$45,375	37,197

1/ Direct financial assistance related to the pre-service training of regular classroom teachers is not provided. Regular classroom teachers receiving in-service training are allowed up to $15 per diem when training is held at a site away from the school.

FY 1978 Funds Distribution
(School year 1978-79)
(Dollars in Thousands)

	Pre-Service		In-Service		All	
	Amount	**Trained**	**Amount**	**Trained**	**Amount**	**Trained**
1. **Preparation of Special Educators**						
a. Early childhood	$ 3,732	1,166	$ 2,488	3,828	$ 6,220	4,994
b. Severely handicapped	5,664	1,770	3,776	6,743	9,440	8,513
c. Paraprofessional	814	543	1,221	1,878	2,035	2,421
d. Physical education	678	212	452	695	1,130	907
e. Recreation	618	193	412	634	1,030	827
f. Interdisciplinary	522	249	348	535	870	784
g. General special education	5,082	1,588	3,388	6,050	8,470	7,638
h. Vocational/career education	1,467	458	978	1,505	2,445	1,963
Subtotal	$18,577	6,179	$13,063	21,868	$31,640	28,047
2. **Special Education Training for Regular Education Teachers 1/**	$ 3,420	---	$ 5,130	12,825	$ 8,550	12,825
3. **Instructional Models**						
a. Developmental Assistance	NA	NA	$ 970	589	$ 970	589
b. Model implementation	$ 2,130	666	1,420	2,367	3,550	3,033
c. Volunteer program	266	177	399	614	665	791
Subtotal	$ 2,396	843	$ 2,789	3,570	$ 5,185	4,413
Total	$24,393	7,022	$20,982	38,263	$45,375	45,285

1/ Direct financial assistance related to the pre-service training of regular classroom teachers is not provided. Regular classroom teachers receiving in-service training are allowed up to $15 per diem when training is held at a site away from the school.

APPENDIX B

States Including the Gifted and Talented in Their Definition of Exceptionality

1. Alabama
2. Alaska
3. Arizona
4. Connecticut
5. Delaware
6. Florida
7. Georgia
8. Hawaii
9. Idaho
10. Illinois
11. Kansas
12. Kentucky
13. Louisiana
14. Massachusetts
15. Mississippi
16. Missouri
17. Nevada
18. New Mexico
19. North Carolina
20. North Dakota
21. Oklahoma
22. Pennsylvania
23. South Carolina
24. South Dakota
25. Tennessee
26. Utah
27. West Virginia

Mr. Brademas. Mr. Marchand, Mr. Weintraub, do either of you have anything that you would like to add to what has been said?

Mr. Weintraub?

Let me put this question to you. The administration will testify, I understand, that when the Education for All Handicapped Children Act is fully implemented, it will then be possible to terminate the program for the deaf and blind. Do you have any reaction to that assessment?

Mr. Weintraub?

Mr. Weintraub. I think, Mr. Brademas, that one has to look at programs from two perspectives. One is a historical perspective and the second is a present perspective.

Historically, the program for the deaf and blind made a great deal of sense in that one, there was no national commitment to education children and second, we were coming right off of a rubella epidemic.

Given the present state of the art, which is State mandates that require the education of all children, a Federal law now, 94–142, that requires the education of all children, handicapped children, there seems to be some question, and I think that there is good merit to the administration's proposal to take another look at the program for the deaf and blind and see if the basic mandates and requirements of that program could not effectively be covered under 94–142.

I believe they could, as long as we look very carefully to make sure that the 94-142 mandates are being carried out, and my suggestion would be that there should be an exploration on the deaf-blind prgram that comes after the 1978 94–142 implementation date, just to make sure that, in fact, it is really happening under 94–142.

Mr. Brademas. Does anybody else have any comment on this?

Is there a problem with the schools being able to afford to support such an effort?

Mr. Weintraub. I think in some of the schools for the deaf-blind that I have talked to about this matter, they have anxiety. There is no question about it.

However, one has to look at where the basic responsibility lies. The concept of 94–142, the concept behind the State laws and the court cases is that the State has the responsibility to educate the children. Now, it seems that when the Federal Government comes in and sets up alternative service systems, then one circumvents basic State responsibility. The logic behind 94–142 is to see that States carry out their responsibilities.

Now, an alternative might be to provide an extra dollar incentive as we do on the pre-school incentive program under 94–142 to encourage States to provide some extra finances through the State, but I would prefer, personally, to see the States as the primary route of seeking to educate deaf-blind children, if they need to, to contract with other schools rather than having it be seen as a primarily federally based responsibility.

Mr. Brademas. And by contracting with other schools, you include nonpublic schools as well, I suppose?

Mr. Weintraub. Where that would be appropriate. However, in some cases right now, that becomest the only route, where in some large cities and in more populous States, the public schools could, in fact, be serving their deaf-blind children, as they are, in fact, in some situations.

Mr. BRADEMAS. An amendment is pending, as you know, before the Senate which would provide that there would not be an extension of part G, the special programs for children with specific learning disabilities and I think I am right in saying that that would be supported by the administration.

What is your position on the amendment?

Mr. WEINTRAUB. We support that provision, with a caveat. We support it with this caveat: We have proposed in our testimony that there be established a demonstration authority for school-aged children to provide for demonstration or model programs for school-age kids.

There exists an authority for pre-school age, there exists an authority for post-school age. If you eliminate part G, then you eliminate any capacity to do model programming for school-age kids.

What we are suggesting is changing part G to a more broader-based authority that would allow for some learning disabilities models but would, for example, allow for models for serious emotionally disturbed children. One of the areas where we need tremendous guidance in is working with emotionally disturbed children.

We hate to have to come back to the Congress now and ask for a part H authority for emotionally disturbed kids. What we are suggesting is convert part G into an open demonstration authority for school-age children and allow for the continuation of some programs in learning disabilities and in other areas where it would be appropriate.

But we should have authority to deal with emerging problems which does not exist right now, without having to come back to the Congress and ask for a special demonstration authority every time a problem exists.

Mr. BRADEMAS. I just have two other questions.

What is your reaction to suggestions that the early childhood program be phased out and that such efforts should be supported under Public Law 94–142?

Mr. CHAPMAN. Our reaction to that is not a good one. Our reaction is that those two elements of the law are separate and distinct, but complementary, mutually supportive. I think it would be a bad idea, and the reason I think it would be a bad idea, is that it is important in this period of time, when we are trying to grasp for some new ideas and concepts in dealing with very, very young people in educational services that we have the flexibility to try programs here and try programs there knowing full well that some will not work out and some will, but we do not want to establish that into a fixed process.

We continue to need the flexibility to dart in and dart out of various attempts until we come up with some good answers. At that point in time when we have more maturity in the field, then I think we can begin to phase this program into a more steady stream of funding. But right now, I think it would be premature.

Mr. BRADEMAS. Thank you.

My final question is this. In view of the great demands that we know are being made on local and State education agencies, what would you suggest to be the primary area of support to which the Federal Government should address any new or additional resources in the field of handicapped education?

Mr. Chapman. We continue to have a tremendous concern in innovation in the areas of severely and profoundly handicapped people. Does that demonstrate a new initiative? Possibly not.

I think maybe a more direct response to your question would be in some way or another to begin folding into the educational process itself, a closer orientation toward a vocational preparation.

I do not mean to mix two different fields here, but the two, in fact, are intertwined, particularly with handicapped persons. It is rather difficult to separate academics from vocational orientation.

We are doing a lousy job in this country in vocational training for handicapped people and the educational process, I believe, should pay more attention to that.

Mr. Perry. Mr. Brademas, I would hope, from a personal, selfish standpoint as a public school administrator that much encouragement would be given to the speed-up of implementation of these services.

We are serving in our school system now about 16,000 exceptional kids. That sounds real great. But we also have 1,700 youngsters on a waiting list to be served. Of that number, about 50 are not in school whatsoever because of not enough funds, not enough trained personnel.

So I would hope—and I think I speak or many administrators in cities throughout the country that hope that the pass-through moneys will pass through very fast, that the implementation of these programs, of these rules and regulations, will not be slowed down in any way, shape, form, or whatever.

Mr. Brademas. Mr. Weintraub?

Mr. Weintraub. I think what Mr. Perry was saying, I think wes critically important, that if there are going to—if we are talking about new dollars, expanded dollars, what we have to do is put them behind 94–122. We have got to make it work.

It is perhaps one of the greatest tests we have ever had. We are shortly away from perhaps doing the job finally, and I think that is where the commitment has to go.

At the same time, I think if we talk about the future in terms of particularly expanded legislative authority, there is one area that I would hope maybe some future consideration should be given to, and that is in the whole secondary school and post-secondary school area. The whole area of adult continuing education for the handicapped is a very serious issue.

In Fairfax County, Va., where I live, every year we get a catalog of adult education programs and it is inches thick. Hundreds and hundreds of programs. The other year, I counted five programs in egg painting.

And yet, if you are handicapped, there is a program for Volkswagen repair for the deaf, and if you happen to not drive a Volkswagen and you are deaf, you are in serious trouble in adult education.

I think that whole area of adult continuing education, secondary school programing for the deaf is a serious problem, and I think we may need to take a look at that in this Congress.

The last Congress made some good steps in making some minor amendments to the Adult Education Act, some very positive amendments to the Vocational Education Act, but the whole relaionship between adult education, vocational education, vocational rehabilitation, special education, at some point in the future need some serious examination.

Mr. **Brademas**. Thank you very much.

Mr. Jeffords?

Mr. **Jeffords**. Thank you, Mr. Chairman.

I would just like to make a comment and ask whether this is a feeling that is generally coming about throughout the country.

At least in returning to my State this last time, in visiting our educational areas and talking with people, I found that we seem to have gone through a phase. First, everyone was very enthusiastic, of course, about helping the handicapped and developing programs to help the handicapped.

Now, when the real fight has begun for the dollars, there seems to be a building resentment for utilizing substantial funds for the handicapped, versus increasing educational opportunities in other areas. This concerns me, and I note in discussions with other people that there is concern over our developing regulations and the need to help the handicapped competing for dollars, and a very substantial feeling that we have gone overboard in our laws and legislation in trying to do too much and that we ought to retrench.

And that disturbs me, because we are retrenching before we have hardly got to first base. I wonder if this is the general feeling that is beginning to evolve in the country.

Mr. **Perry**. Mr. Jeffords, we are finding this in our own State that really and truly it is boiling down to finding out just exactly where society places education, and especially exceptional kids, in its hierarchy of values. In our own State, we have what we considered as having been referred to as a model law for exceptional youngsters. But when it is now time to divvy up the money, it is quite another situation.

So yes; I think that this is really what we are experiencing, that we are really getting the true feelings in relation to where do we really mean to put, where do we place these exceptional kids in our hierarchy of values. It is not a very high rung on the ladder.

Second: It seems as though that we have maybe left out some of the emotion—now maybe I am coming from a local standpoint here, but in the years back, special education came into being, not because it was the right thing to do in so many instances, but it came into being because there was a lot of emotion from parents who forced the public school people to do something.

So I think that we have maybe two things, maybe left out some of the emotion, or maybe we have gone too fast and done too much for some people.

Mr. **Chapman**. As a parent of a handicapped child, I think we have done too little and too slowly.

I think the problem is going to be with us for a period of time, Mr. Jeffords, and probably has as its roots the two diverse elements. The first, if we look at the public and at those persons in state governments that are not terribly close to the problem, we find that education for the handicapped is kind of the new guy on the block. He is receiving a lot of attention and I think maybe there is a focus on this that is disproportionate to the dollars, and I think if we just tough it out, in time it will settle down and become more steady. I think it just takes a continued dedication and leaders such as you to make sure that we do not turn our focus away.

I think the other element, however, that we must recognize, is that there is resistance, in my judgment, without the educational profession itself as to whether, in fact, education for particularly the lower functioning individual is an appropriate thing.

I suspect we could spend the rest of the day talking about why that resistance may be there, and not come to any conclusion, but I do believe we should recognize that there is some resistance within the educational profession itself and perhaps we should dig into that a little bit and find out just what that resistance is.

Is it a lack of commitment? Is it a concern about the ability to do it, or is it a basic professional belief that it cannot be done?

There is obviously some evidence to suggest that we are having a lot of success in this area, but there still is a tremendous amount of resistance, and I run into that with teachers in my everyday life.

We should pay a little more attention to why we are getting some of this resistance, try to dig that out at some point.

Mr. WEINTRAUB. I think also, Mr. Jeffords, that there is a great deal of misinformation that is going on, a lot of scare tactics or a lot of things being reported, one about costs, two about what is going to happen, words such as "mainstreaming," saying 94–142 is going to require that all handicapped children be educated in regular classes.

We hear statements coming out of teacher groups and others that show an emotional concern but have no basis in fact, and I think that we are going to have to do a much better job in having what I would call a very positive campaign nationally to at least make sure that the issues that are dealt with are issues of fact.

I remember Mr. Brademas being on a panel once in front of a group and being asked a great many questions and concerns about Public Law 94–142 and I remember his frustration in trying to deal with what is a great deal of misinformation on the people's part in terms of what that act actually required.

I think until we get a more positive campaign going in a sense to better educate people as to what the law requires, we are going to continue to have what appears to be this backlash, and I am not really sure it is as much as it is kind of a festering, also a kind—I think it is also a lot of people trying to talk strong now before the regulations are written to have a better negotiating point when the regulations are developed.

Mr. PERRY. I feel I must clarify. I must make myself—I hate to use this phrase—perfectly clear, but I do not share the feeling that we have moved too fast too much by any stretch of the imagination. I have been in this business for nearly 30 years and we have not moved fast enough. I am just reacting to some people who feel that, well, we have done too much. I do not think so; no.

The fact still remains that we need to do more, faster, but still we have to educate a lot of people and erase some of these fears and anxieties that they do have, and hopefully raise in their own minds, in their own hierarchy of values, not just give lipservice to motherhood and apple pie, but let us do something about it.

Mr. **Jeffords**. Thank you. I am deeply concerned about this mounting backlash, because it may well hinder our progress, and I hope that we will be able to meet it by perhaps making sure that we are reasonable in our requests, but we always must keep in mind that we must make a lot more progress than we have.

Thank you, Mr. Chairman.

Mr. **Brademas**. Mr. Kildee?

Mr. **Kildee**. Thank you, Mr. Chairman.

Michigan has a rather good bill on handicapped education, Public Act 198. I was happy to have been cosponsor of that bill, but that bill would not have passed had it not been for Federal advocacy.

Superintendents were not begging the legislature to pass it. As a matter of fact, after we passed it, we put in that bill that we mandated every school district to provide education from age 0 through 25, and I will fight to keep that 0 in there, because in certain handicaps, for example deafness, it is important that you immediately diagnose and break through that communications barrier.

But it was only parental advocacy that got it passed, not advocacy by school superintendents. As a matter of fact, the August before implementation, because I was chairman of the subcommittee, they called me before the superintendent's association and begged me to just go back with a simple amendment—change it from 5 to 18, because they did not want to touch those below the age of 5.

So unless the parents play a vital role in keeping these acts alive and funded, and we fund about $100 million of State dollars for Public Act 198 and there is supposedly a match on the local level—unless you have that, you will have this backlash being somewhat effective, and the backlash will come from the educational community, at times—as a matter of fact, particularly from the educational community.

You have to have parental advocacy.

We in Michigan have two separate acts. You mentioned bringing the talented into this program, and I am openminded on that. We have two separate acts, one on the handicapped, Public Act 198, another bill on the exceptional or gifted child, and you feel we should group these together in some way, recognizing the differences.

Can you tell me why you feel it is important that they be put together?

I agree with you that these two ends, if you want to put it that way, of the spectrum are the two neglected areas in education, but you feel that we should reach both of them under the same basic act, right?

Mr. **Perry**. Mr. Kildee, actually from an administrative standpoint, it is much simpler to administer a program.

Second: The first and most important thing is that gifted and talented kids are exceptional. They are especially exceptional if they cannot be provided those services, those needs, that will meet their needs and abilities.

There are too many gifted and talented kids that are not being served in our public school settings because of ignorance, because of a lot of things. If their needs are going to be met, if their potentials are going to be realized, we feel that this can be better accomplished by being under one umbrella or one control rather than on a piecemeal operation that has been so many times in the past.

Mr. **Weintraub.** I think that there are some other reasons. One is that you cannot build a program—if you look at what is happening across the country on gifted and talented, it is a very low level of development, even in some areas where we have some legislative base, where we see some relatively comprehensive programs going on now, for example in the State of Connecticut and some other States, we see where it has been integrated with the handicapped and exceptional child program.

I think the major reason is that it piggybacks, or utilizes, a delivery system that is in place. If we are going to talk about, in these days of austerity, developing a service system for the gifted and talented as a totally separate and new and independent administrative delivery system, it is going to take such massive sums of money and going to take so many years to develop, that it certainly is not going to be within my lifetime of concern.

At the same time, if you look at who are the people who have been the leaders and people interested in working in the field of gifted and talented, it is within the field of special education.

It has always been. For example, the Council for Exceptional Children, which mainly represents special educators since 1922, has been advocating this basic position.

We have 26 States now that are operating on a legislative base of an exceptional child base. I think we are beginning at least to have the capacity to move in that kind of vein. For a long time, there has been concerned from some corners of the gifted community, gifted interest community, about taking this kind of approach. We were very pleased about our convention in Atlanta the other week where we brought many people from all over the country together on this issue to find a high level of unanimity about now moving in this direction, so I think the time is right.

I want to caution that we are not suggesting, in our proposal, that in making this move—we see this move as developmental. We are not suggesting at this time that 94–142 or the part B program be amended to include the gifted and talented. We are only talking about demonstration, the research program and the training program.

I think the time is right to begin at least a movement in that direction.

Mr. **Kildee.** Thank you.

One more question. Since we passed public act 198 in Michigan that mandated special education, a number of the local school districts are now providing programs for the hearing-impaired, or the deaf.

So the question has arisen in Michigan—maybe there is someone here who could respond to this—as to the role of the residential school for the deaf and blind.

Would someone care to comment as to the role of the residential school?

Mr. PERRY. That is an age-old battle among professionals.

First of all, I think that we have to look at the individual child in terms of what is best for that child, the point really being that there will always be a need, probably, for residential services. There is no one program, there is no one approach, that will solve all, and answer all, problems of deaf kids or blind youngsters or retarded youngsters, or whatever.

So I think those fears and anxieties on the part of any particular group of the residential people are really unfounded. Again, because we will still need for many years residential schools for the blind as well as residential schools for the deaf simpy because there is no one approach, there is no one facility, no one service that is the answer for all kids.

Mr. KILDEE. On that, do you think that the mainstreaming, which covers many areas of handicapped education, is done primarily for educational reasons or for fiscal reasons?

Mr. PERRY. Well, first of all, it is an unfortunate term. It sounds like we are referring to a school of salmon, or something.

But really, what we are saying in the programs is the least restrictive environment. We are simply saying that we want to see that child have an opportunity to develop to his maximum in whatever setting, physical setting, will best meet his needs.

Now, this may mean simply that the child would go into the regular classroom for recess, lunch and water fountain, seriously. It may mean he would also go in later on for spelling. It may mean later on he might go in for some other nonacademic subject or maybe even an academic subject.

But the point really is that what we want to see happen and what we are trying to make happen is that no child is restricted because of a label that may be placed on that child.

To say that we are going to put every retarded child, every learning disability child, every emotionally disturbed child into a regular classroom, force him into a regular classroom full-time is foolish, first of all; it is incorrect, most of all.

Mr. KILDEE. Thank you.

Mr. CHAPMAN. Mr. Kildee, that is a terribly interesting question as to what has been done educationally here for fiscal reasons. There is also another angle which has been behind us, which I know you are aware of, but as Mr. Perry was talking, I was really trying to think that between those two choices, I think maybe I would say that it is being done for educational reasons, if we confine it to those two choices.

Now, why it is being done for educational reasons might be worth examining. In large measure, many of us have reacted to the fact that the resources available in the mainstream of educational offerings in this country were so superior to those available to those of us within special education. I am not terribly convinced that maybe there was a little poll through there also, saying let's take advantage of what we can of existing resources, and I think that has, to some degree, entered into it.

The other answers, I think, are answers that you have heard before, with least restrictive alternatives and normalization, et cetera.

I would like just to jump back to your opening comment, sir, when you were talking about parental advocacy, only to point out, since our purpose this morning is to talk about at least hopefully the extension of the Education Act, that I would again remind you that our organization, the National Association for Retarded Citizens is participating in a grant from part D of this act that is, in fact, funding a type of training needed to make parents more effective advocates in this area, and it is another reason why we would hope that this committee would recommend and support the extension of this act, because it is exactly the type of thing that you were addressing yourself to.

Mr. KILDEE. Thank you very much.

Mr. BRADEMAS. Gentlemen, thank you all very much. I think you can see from our questions that we have been interested in your views and have benefitted from them. Thank you very much.

Next, we are very pleased to have the Assistant Secretary for Education, Mary Berry, accompanied by Edwin W. Martin, Jr. the Deputy Commissioner for the Bureau of Education for the Handicapped, and Linda Chavez, the Special Assistant for Legislation to Dr. Berry.

Dr. Berry?

STATEMENT OF DR. MARY F. BERRY, ASSISTANT SECRETARY FOR EDUCATION, EDUCATION DIVISION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, ACCOMPANIED BY DR. EDWIN W. MARTIN, JR., ACTING DEPUTY COMMISSIONER, BUREAU OF EDUCATION FOR THE HANDICAPPED, U.S. OFFICE OF EDUCATION, DHEW; AND LINDA CHAVEZ, SPECIAL ASSISTANT TO THE DEPUTY ASSISTANT SECRETARY FOR LEGISLATION, EDUCATION, DHEW

Ms. BERRY. Thank you, and good morning, Mr. Chairman.

It is a pleasure to appear before this subcommittee to testify on the extension of the various discretionary grant programs in the Education of the Handicapped Act, 91-230.

In the Education Division of HEW, we are in the process of conducting a general review of all education programs with a view towards deciding how they may be improved and coordinated—that is, what kind of recommendations we could make to the Congress.

Therefore, we are supporting a 1-year extension only of these discretionary programs of the Education for the Handicapped Act. By next year, we shall be in a position to recommend our full program with a longer authorization.

There are several points that I would like to make for the benefit of the committee. We are supporting the extension of 91-230, because we believe that it is an important supplemental to the State effort required by 94-142. We are supporting it, because we believe that it continues to be important to provide capacity building resources for the States. This is even more crucial at a time when we are about to implement 94-142.

We believe that, based on the record, the programs in 91–230 have been effective. In particular, we believe that those in part C, referring to centers and services, have been very effective, and can be even more important in the development of the individualized education plans required for each student under 94–142.

We expect those centers and services to be very important as the States try to devlop the individualized educational programs required under Public Law 94–142 in order to provide for each student a free, appropriate, public education.

The deaf-blind centers have been effective. We have 10 regional centers serving about 6,000 kids at this time and we believe that they should continue. There may come a time after 94–142 has been in effect, when we might discover that we no longer need this separate authority. However, it is clear that we do need it now, and that we ought to continue it for the present.

In the early childhood area, we have some of our most effective demonstration and outreach programs. Studies done of those programs indicate that they have been effective in developing cognitive skills and communication skills among kids of pre-school age. This effort definitely ought to continue also.

I point out, though, that not all needy children are being served. In fact, only a small number, about 30 percent of the total number of handicapped children that we could identify are being served in the early children area.

In the vocational-technical-adult education area, we have been effective in providing career education in preparing handicapped people for job placements. A similar case exists with respect to the training of personnel, teachers, and paraprofessionals under part D of the act. That will continue to be important as we go about implementing 94–142.

In research and special programs for learning disabilities, we are supporting the elimination of part G, as proposed in Senate bill 725. We believe that the same kind of projects can be funded as demonstration programs and research under part E of the bill. Also, specific special learning disabilities not previously covered in 91–230E are now covered by virtue of 94–142. That being the case, we believe that we can support the dropping of part G.

I might point out to the committee, though, that if part G is dropped, we expect to ask the Appropriations Committee for reprogramming authority to transfer the funds in part G of the fiscal year 1978 budget into part E, so that we can finish some of the programs that have already been started under that authority.

We support the dropping of part G with that understanding, and not without it.

In general terms, we believe that this act should be extended, but we also believe that by this time next year we will know much more about how 94–142 will be enforced. We will have gained experience as we implement the 504 regulations, which the Secretary expects to sign early in May. At that time, we will be able to come to you with a comprehensive approach to the education of handicapped children.

I would be pleased to answer any questions that the committee might have about anything I have said, or any other matters.

[Prepared statement of Dr. Mary Berry follows:]

FOR RELEASE UPON DELIVERY

STATEMENT BY
DR. MARY F. BERRY
ASSISTANT SECRETARY FOR EDUCATION
EDUCATION DIVISION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BEFORE THE
SUBCOMMITTEE ON SELECT EDUCATION
COMMITTEE ON EDUCATION AND LABOR
U.S. HOUSE OF REPRESENTATIVES
WASHINGTON, D.C.
APRIL 25, 1977
9:30 a.m.

Dr. Berry is accompanied by:

Dr. Edwin W. Martin, Jr., Acting Deputy Commissioner, Bureau of Education for the Handicapped, U.S. Office of Education, DHEW

Linda Chavez, Special Assistant to the Deputy Assistant Secretary for Legislation (Education), DHEW

Mr. Chairman:

It is a pleasure to appear before this Subcommittee to testify on the extension of the various discretionary grant programs in the Education of the Handicapped Act. The Administration is in the process of conducting a general review of all educational programs with a view toward determining how they may be improved and coordinated. We are, therefore, seeking only a one-year extension of these discretionary programs in the Education of the Handicapped Act. Next year we shall be in a position to recommend our full program with a longer authorization.

As you are aware, the bulk of Federal funds for the education of the handicapped is devoted to the State grant program (Part B), as amended by P.L. 94-142, The Education for All Handicapped Children Act of 1975. Public Law 94-142, which will become fully operational for the first time in school year 1977-78, changes the State grant program in the following general ways:

--it states that Federal policy is to assure that a free appropriate public education be available to all handicapped children;

--it prioritizes the provision of services first to those unserved, then to those most severely handicapped, then to all other handicapped children;

--it states that handicapped children are to be educated with non-handicapped children whenever appropriate; and,

--it mandates an annual individualized education program for each handicapped child.

The discretionary grant programs of the Education of the Handicapped Act will provide supplemental support to demonstrate and disseminate model programs, to train special education personnel, to foster regional approaches and cooperation, to increase the knowledge base in special education through research and development activities, and to provide certain services to the handicapped for which there are no other available services. Through a combination of technical assistance, monitoring, direct aid, and capacity building activities, Federal efforts in the area of education for the handicapped will help to assure that all States will meet the mandate of the law to provide full educational opportunity for all handicapped children and to improve the quality of the services provided.

Part C--Centers and Services to Meet Special Needs of the Handicapped

Taking each in turn, Mr. Chairman, I would now like to review with you the discretionary programs beginning with Part C--Centers and Services to Meet Special Needs of the Handicapped. Under Section 621, Regional Resource Centers are currently concentrating their efforts on assisting State and local agencies in meeting the full service requirements of P.L. 94-142. While the primary focus of the Act at this time is identifying all handicapped children, the centers will also provide assistance in determining the needs of each handicapped child and developing individualized programs. We are currently funding 13 of these centers at a cost of $9,750,000. Approximately 54 percent of this amount is to be used in support of demonstration models, training of SEA personnel, and dissemination of information to encourage appropriate State appraisal and educational programming. During the coming year, this activity is expected to serve over 90,000 children, and 9,000 personnel will receive training. Given the accomplishments of recent years, the need for this authority may diminish since local or State procedures for developing individualized programs for handicapped children should be well in place.

Our program for the deaf-blind (Sec. 622) has been enormously successful in creating educational opportunities for these catastrophically impaired children. More than 4,500 educational placements are/now served by ten centers, as contrasted with less than 100 served by six centers when the program was initiated in 1969. Despite this evidence of growth, considerable regional variation exists in the amount and quality of services provided. According to program data, of the estimated 6,000 to 7,000 deaf-blind children, 5,996 have been identified. Of the identified children, 1,480 are receiving no full-time or part-time educational services. An additional 300 deaf-blind children now receiving part-time educational services need full-time educational programs. As P.L. 94-142 is fully implemented, we think it will be possible to terminate this program. However, discussions with the States indicate that termination of the program now would cause severe problems and result in children failing to receive appropriate educational programming. Although the States are more than matching the Federal share, the costs per pupil are so high--$8,000 to $10,000--that sudden termination would present many communities with impossible budget demands. In addition to this basic budget issue, major setbacks in reaching the program goals have been caused by the acute shortage of trained teacher and teacher-aide personnel, inadequacy of facilities, and the lack of availability of instructional materials and technology.

The early childhood education program authorized by Sec. 623 has been one of the most effective Federal programs for the handicapped. Its impact has been enormous in stimulating interest in, and providing new approaches to, early childhood education. The Federal strategy is to build the capacity of State, local, and private non-profit educational organizations to establish and expand programs for preschool children which use the best tested practices. Because P.L. 94-142 requires educational services for children beginning at age three (if not inconsistent with State law or practice), this capacity-building program will complement the main service efforts required of States and LEAs by developing more effective models of preschool interventions. Our claims of success in the area are supported by a third party evaluation conducted by the Battelle Memorial Institute from 1973 to 1976. This study concluded that the projects promoted social-personal growth, influenced growth in adaptive, cognitive and communication areas. If I were to be allowed only one argument for the contination of this effort, I would point out that of the approximately 1,000,000 children (0-8 years of age) having handicapping conditions, just 30 percent of these children are being served in varying degrees through demonstration and outreach projects, Head Start and day care programs, public education day programs and through State supported activities.

Another major programming area in Part C is Sec. 625 which provides vocational, technical, postsecondary, and adult educational opportunities for deaf and other handicapped persons. It is directed to career education and the supportive services relative to career placement, and to the teaching of skills necessary to function successfully in daily life.

Programs include, but are not limited to, preparation for job placement in the white collar, skilled and unskilled occupational categories. In an attempt to better utilize the available resources, priority funding consideration is given to:

--programs serving multi-State regions or large population centers;

--programs adapting existing programs of vocational, technical, postsecondary, or adult education to the special needs of handicapped persons; and,

--programs designed to serve areas where a need for such services is clearly demonstrated.

Our projects are demonstrating the abilities of persons with handicaps to participate in regular programs if provided with appropriate support services. The success of this program is demonstrated by the fact that 90 percent of the persons who participate are placed in employment commensurate with their skills. Projects are providing educational opportunity at costs considerably lower than those associated with specialized institutions, although specialized institutions do play a legitimate role in a total service delivery system. This is an area in which we can expect considerable demand for assistance, particularly as the provisions of Sec. 504 of the Rehabilitation Act of 1973 require increased access to higher education.

Part D--Training Personnel for the Education of the Handicapped

Mr. Chairman, let us now focus on the special education manpower development program, Part D, which is critically needed. The full service mandate of the Education for All Handicapped Children Act and the provision that handicapped children be placed in the "least restrictive environment" has underlined the need not only for special education teachers but for special training for teachers in regular classrooms as well. There is a great need to improve the capability of institutions of higher education to adequately train those preparing for or already engaged in regular classroom teaching and administration. Our estimates indicate that in order for the educational system to meet its full service need commitment of approximately 500,000 teachers, an additional 260,000 specially trained teachers will be required.

In academic year 1976-1977 assistance was provided to approximately 8,030 pre-service students, 13,710 in-service students, and 11,543 regular classroom teachers through 604 projects. Those projects concentrated on the following activities:

--training of educational personnel to meet the needs of severely handicapped children;

--training of minority group specialists to serve the educational needs of minority group handicapped children;

--training of personnel for early childhood programs;

--training of paraprofessionals;

--training of personnel to provide vocational education for the handicapped;

--training of regular classroom teachers to meet the needs of handicapped children in regular classroom situations.

Part D also contains a special authorization (Sec. 633) for grants and contracts to disseminate information about education for the handicapped, to provide referral services for parents of handicapped children in order that they may be assisted in their attempts to locate appropriate educational programs for their children, and to encourage people to enter the field of special education. Again, this effort is obviously an essential complement to P.L. 94-142.

Part E--Research in Education of the Handicapped

Part E supports research and development activities to improve educational opportunities for handicapped children. Activities supported include the development, validation, and dissemination of alternative educational approaches to problems specific to the education of the handicapped. Also included is the examination of such issues as the least restrictive arrangements for service delivery and the availability of materials and curriculum, and other products of research, to assure their broadest possible utilization and implementation.

I would like to share with you just a few examples of the accomplishments of Part E. This program has been highly successful in the development of curricular products in areas such as social studies. science. mathematics, physical education and personnel skills. All but one of the curricula packets are now being commercially marketed. In the area of technology, we have funded research which resulted in the development of communication apparatus for the severely handicapped and blind person. The development of reading devices for the blind such as the Optacon and the Kurzweil Reading Machine have had an immediate effect on the efforts of this segment of the handicapped population in reaching its full educational potential.

Our program approach reflects a targeting of research issues based on the advice of professionals and constituent groups which has been obtained through conferences and panel meetings. Currently the funds are distributed based on the following activities:

--early childhood education

--full school services

--career education

--severely handicapped

--personnel development

--child advocacy.

At present, Mr. Chairman, the demand for research support is so great that only five to eight percent of requests can be funded.

Part F--Instructional Media for the Handicapped

Part F is a permanent authority and does not expire at the end of Fiscal Year 1977. The objective of the program is to provide handicapped learners with special educational materials. Among the major program thrusts are:

--Captioned films for the deaf reaching an annual audience of more than 3.5 million individuals;

--Captioned TV and telecommunications programs which reach literally millions. For example: Captioned News which is broadcast five nights weekly, is estimated to reach approximately six million viewers per each nightly broadcast;

--National Instructional Material Information System;

--Recordings for the Blind;

--National Theatre of the Deaf;

--Marketing and implementation activities.

Part G--Special Programs for Children with Specific Learning Disabilities

The Office of Education is in agreement with S. 725, Senator Jennings Randolph's bill, which does not extend Part G (Special Programs for Children with Specific Learning Disabilities). The rationale for ending the special program for children with learning disabilities is that Congress has now included such children in the basic definition of "handicapped" and they are eligible for support under the grants to State and local agency provisions. Our general programs which support research and training can also be used to support activities in the area of learning disabilities.

You should be aware, however, that we are now expending approximately $9 million in FY 1977 in child service projects in the learning disability area under Part G. It is essential that an opportunity be provided for these activities to be completed in a normal fashion. Therefore, if the authority for Part G is not renewed after FY 1977, we are prepared to ask the Appropriations Committees to reprogram sums from Part G in the President's 1978 budget to Part E so that continuations after this year would be under Part E.

As a final note, we would like to focus attention on the area of research, innovation, and demonstration relating to the education of the handicapped. We are currently supporting various activities in this area under Part C (severely handicapped, early childhood, and adult programs), Part E (general research) and Part G (learning disabilities). Each of these authorities has special conditions and limitations which apply to projects supported under it. We believe the time has come to consider a more comprehensive approach to the need for research and demonstration in the education of the handicapped. Therefore, while supporting the extension of existing authorities in this area for an additional year, we hope the Subcommittee will be receptive to any later proposals we may offer to provide such a comprehensive approach for the support of this important work.

Again, let me thank the Subcommittee for your leadership in the area of education of the handicapped.

Mr. Brademas. Thank you.

You suggest, I think, that with the full implementation of Public Law 94–142 the deaf-blind centers would no longer be necessary. Would you elaborate on that?

Ms. Berry. Yes. The suggestion that I make in my prepared testimony is that the deaf-blind centers may not be necessary, that there will have to be a determination as to their necessity, and that we may, at a later time, suggest their termination. However, I also suggest, in that same portion of the testimony, that we definitely need to continue the deaf-blind centers for the time being. It would be catastrophic, I think is the term that we use, to drop them at this time.

So we are not supporting elimination of the deaf-blind centers now. We are just suggesting that, as we gain experience with 94–142, we might find that those services are provided under that authority. If so, then we might at that time suggest dropping the centers.

Mr. Brademas. I wonder if you could spell out a little more clearly for the subcommittee the point to which you addressed yourself a moment ago with respect to part G.

You say in your testimony that you are in agreement with the Senate bill that would not extend part G, but that you agree that you must continue to support the activtities that are presently being operated under part G, and then say that if the authority for part G is not renewed for fiscal 1978, you would ask the Appropriations Committees to reprogram moneys from part G to part E so that you can continue supporting such efforts under the research part of the act.

I am not clear in my own mind upon just how you can go about doing that, if you have authority to do that. I do not raise the question combatively, I just want to know how you, in your own mind, see that development.

Ms. Berry. What I am proposing is this. We are spending about $9 million in fiscal year 1977 in programs and activities under part G. If part G were phased out, it would be necessary to complete those activities in which we are already engaged. Specific learning disabilities are covered also now by 94–142 by virtue of the amendment under part E. We believe that the same language would cover the activities in which we now engage under part G. We would have to ask for reprograming authority for the funding to be available so that we could continue those activities, but our interpretation is that we could continue them under part E.

If our interpretation were that we could not continue those activities under part E, we would not be supporting dropping part G, because we know that the activities must continue.

Mr. Brademas. Well, on the assumption that you could continue them under part E, would you ask for additional money under part E in order to be able to meet that demand?

Mr. Martin. Mr. Brademas, we have $9 million requested in the President's 1978 budget which is before the Appropriations Committee now, the same sum as was available last year.

We asked for that under the premise that part G would still be in place. If part G is not extended, technically the attorneys tell us that it actually would be available through 1978 under provisions of the

General Education Provisions Act anyhow, but inasmuch as the Congress has moved in that direction, we have felt a smoother transition would be to ask the Appropriations Committee to allow the $9 million scheduled for part G be added to the $11 million in part E, bringing the sum to $20 million.

The authorization of the President has a $20-million ceiling, so it would fit in there, and we could continue those activities.

Part E is not an authority, we think, in the long run, it should fund multiple demonstration projects. We have not used it that way. We have used it for the kind of technology and curriculum development that will be demonstrated later in the hearings, but we could do it legally. We could extend these projects through their life cycle but we would not necessarily see that as an ongoing activity where we would fund this kind of activity in the future.

Mr. **Brademas.** Dr. Martin or Dr. Berry, could you tell us the latest count of the number of handicapped children, the latest count of those receiving no service, the number presently receiving some service, and the number receiving adequate service?

Those are the categories in which we have traditionally discussed this kind of legislation.

Ms. **Berry.** Since Dr. Martin was here at the time that the count and procedure for making it arose, and there has been some question about that, I will let him answer the question.

Mr. **Martin.** OK.

The spring count was due to be completed April 1 and the States were to report it to us by April 1. As it turns out, some of the States are slow in getting their count in. The whole count this year has been more complicated than the States have experienced before.

Our best guess right now, Mr. Chairman, is that we will run about 3.7 million children. The average we are expecting will be somewhere close to 3.5 to 3.6 million children.

The difference between the fall count and the spring count, then, looks like it is going to be roughly 200,000 to 300,000 children more in the spring count than there were in the fall.

What this means is that, given with the NCES figure for an average pupil expenditure of about $70, the total necessary to fulfill the formula should run somewhere around $260 million. It is not an exact figure because in some States, the hold harmless will come into play, so that there will be a residual sum available above the amount to fully implement the formula.

Mr. **Brademas.** What would you do with that money?

Mr. **Martin.** There are a number of possibilities that the administration is considering right now on possible options.

Mr. **Brademas.** What would be those options?

Mr. **Martin.** Well, they would range from having the funds returned from the Treasury on the premise that the full amount authorized by the Congress has been expended, to possibly carrying the money over and applying it to next year's appropriations. Those, I think, are the most reasonable alternatives.

Mr. **Brademas.** I wonder, Dr. Martin, if you would give me a letter in which you respond more fully to that particular question, because this is a very sensitive area and we, in Congress, get a lot of criticism on the point of our appropriating enough money to implement the provisions of laws that we write, and I certainly would like to be brought in on your thinking in this matter in some considerable detail and not in a vague way.

Dr. Berry?

Ms. **Berry**. I think, Congressman, it would be more appropriate if I were to respond since I have been involved in the policy discussions on the recommendations that we would make. I would be happy to respond to that.

Mr. **Brademas**. Fine. Also, I hope that you, Dr. Martin, and Dr. Berry can give me more specific answers to the questions that I put with respect to counts. I rattled off several categories, but I do not think I heard the answers to those various questions.

Mr. **Martin**. Actually, the way the count is being framed, Mr. Brademas, the children who are being identified so far are being enrolled in programs, and very rapidly, so the count is framed in terms of the numbers of children by different age groups who are enrolled. The unserved remains a projection based on the assumption that there would be 10 to 12 percent of the children in a State that would have handicapping conditions. But it is not possible to count the unidentified; and so what we are doing is having the States implement child find procedures, find and identify children, and report on how many they identified and how many are served in programs.

The only way you can get the unserved is to estimate well. There are 12 percent being served in Massachusetts and Michigan. Are there, in fact, 12 percent in Vermont as well, and if there are, then the difference between how many Vermont is listing and the nationally projected 12 percent may be an unserved group. Yes, it may be, but the prevalence rates may vary from State to State. We do not have that factual information.

Ms. **Berry**. Mr. Brademas, I can answer your question about our recommendation concerning the surplus, and I can give you more detail if you want it later.

Our recommendation to OMB was that we carry over the funds. We considered two recommendations: either to carry the funds over or to return the surplus to the Treasury, one or the other. But I can provide you with more detailed information for the basis of that, if you would like to have it.

Mr. **Brademas**. Well, I can tell you right now, I would be very distressed if, in view of the enormous need, you turned it back to the Treasury. I am a strong supporter of this administration, but some of the budget priorities sound to me as if they were written under the OMB of outgoing administrations, and I would not want to see the President default on his very ringing call for adequate support of programs to educate handicapped children.

Mr. Carter as a candidate for President, you know, did not talk very much about education, but when he did talk about it, one of the three or four subjects on which he spoke with some feeling was the importance of supporting the education of handicapped children.

I should have thought that a return of funds appropriated by Congress for this purpose to the Treasury would not be in accord with that commitment. That is my opinion, in any event, which I would not hesitate very strongly to voice.

I have a couple of other questions but I will yield to Mr. Jeffords first.

Mr. JEFFORDS. Thank you.

I would join you, certainly, in your comments relative to funding. I would just like to get some more information on the funding aspects with respect to the shift from part (g) to part (e). Of course there are many programs which are now ongoing under part (g).

What I am wondering about is whether or not you intend to increase the number of programs, or begin programs, during this fiscal year under part (g) so that utilizing the normal 3-year programing method, you might be having programs that require funding out of part (e) which we do not already know about.

Mr. MARTIN. The answer, I think, is yes to that question. There are applications in hand, some 200-or-so in fiscal year 1977 for funds that were appropriated last year by the Congress on a forward-funded basis. We would intend to spend the funds over the next few months before the end of the fiscal year.

These programs would be authorized under 1977 authority; that is, the authority that is now on the books.

Mr. JEFFORDS. Now, are those programs going to require a 3-year commitment—all of them, some of them, none of them?

Mr. MARTIN. Most of them.

The terms of the grant are that they propose to successfully carry on a course of activities, and unless they go astray, ordinarily they would have a normal, 3-year cycle, with three appropriations starting in 1977 and continuing in 1978 and finishing in 1979.

Mr. JEFFORDS. You will be considering in that the impact that it would have under funding of part (e) for other programs?

Mr. MARTIN. Yes; as I mentioned to the chairman, the transfer of funds would be for the entire $9 million available. There is the chance that one or two of the projects along the way would be terminated because they fail to come up to expectations. The sum would not be greater than the sum available now, and would decline as programs phase out.

Some will phase out next year that were funded last year. The net effect of this will be to increase the funds available under part (e) for general support of research, and at the same time not disrupt any of the activities which normally would have occurred under the bill as written now, the way that the Congress usually likes to terminate these things.

Mr. BRADEMAS. Just two other questions, Dr. Berry and Dr. Martin. First, what is your reaction to the suggestion that you heard this morning to the Council for Exceptional Children that the gifted be included within the definition of handicapped children, or that the definition be rewritten in some fashion along the lines of their testimony.

Ms. BERRY. We do have a program already for gifted and talented children. It's a very small program, about $2.5 million. I would answer in general that the suggestion is one that we would have to study.

along with the other matters related to the handicapped, and the enforcement of handicapped legislation that we will be looking at all this year.

I say that because the Bureau of Education for the Handicapped has a rather large number of projects to digest at the moment. This includes figuring out how to enforce 94–122 and worrying about its relationship to the 504 regulations.

I would think that this question is something that should be looked at, but it has all kinds of implications in terms of funding. These kinds of questions were raised earlier, I think by Mr. Jeffords, on funding and the impact of funding all the programs for the handicapped. I think that there will be questions about the balance between what would be available for the gifted and talented and what would be available for the handicapped. These would have to be looked at very hard. I do not think there is an easy answer one could give to that, but I would be perfectly willing to look into the possibility of doing it.

Mr. BRADEMAS. Finally, can you tell us what kind of liaison or communication is presently established within HEW with regard to other handicapped programs, most particularly programs funded under the Rehabilitation Services Administration, and can you tell me the last time that a meeting between the two agencies took place.

Are you talking to each other down there?

Mr. MARTIN. Yes, Mr. Brademas, we have had the good fortune to carry on a number of activities, not only with the rehab agency but with the National Institute of Mental Health, and the Office of Child Development. There are in the audience behind you some gentlemen waiting to testify about postsecondary programing for the deaf growing out of joint activities funded originally by the rehab agency and by ourselves, which we now continue on our own.

We have put together a task force on the whole subject of child find, which includes not only the rehab agency, but any of the other agencies in HEW, including the people who run the EPSDST program and others that might be useful. They have been meeting on a monthly basis, at really our urging, to find ways that the Department's programs could help child find activities at the local level. I do not know when the exact date of the last meeting is, but it would be within the last month.

Mr. BRADEMAS. Do I hear you saying that the people who have responsibility for making decisions about programs are meeting frequently?

Mr. MARTIN. Yes, sir, we have people meeting on a number of bases, reviewing proposals. I have met recently to talk about a specific activity, for example, with Jim Garret who heads the research program for rehab.

What we can do better, Mr. Brademas, and what I have actually promoted, what I hope the new administration will take advantage of, is what we call target group planning for disabled people that would be looked at at the level of the assistant Secretaries with the intention of developing a more comprehensive overview of programs for the disabled.

I have already mentioned this to Assistant Secretary Martinez, and I think she will be interested, and to Dr. Berry. We will see if we can do this somewhat more effectively on the planning and policy level.

Mr. **Brademas.** Thank you.

I have just one final question on this specific matter. I have just had a telegram, Dr. Martin, expressing unhappiness at your having rejected requests for funding in the amount of $11 million for area learning resource centers. Have you any comment to make on that?

Mr. **Martin.** Yes; it is always a difficult matter to terminate a program, as we are seeing to some extent with part G right now. The area learning resource center program was one which is not authorized specifically by the Congress but which grew up out of our research program. Originally, we called them instructional materials centers. Then we transferred them over into the captioned films for the deaf authority. They have been a very useful activity. They have tried to focus on and increase people's awareness of the use of instructional materials for the handicapped children in the schools. We have funded such activities for a number of years, since 1964, in one form or another. Most recently, we have had 13 of these centers around the country.

A few years later, the Congress passed an authority that is still on the books, the Regional Resource Center Authority, which had a similar function. Over the years, a number of people have advised us that we ought to merge these two programs rather than run them separately, and what we plan to do this year is essentially that.

The regional resource center program is targeted specifically on the implementation of 94–142, and we can shape its work scope toward working on the individual education plans, toward developing better procedures for nondiscriminatory testing.

We will include in the regional resource center program a lot of work on materials as they are related to the individual education plans, but we do not feel the necessity to have the separate centers. The feeling is that they could be merged together and there would be an elimination of redundancy.

Now, inevitably, some of the people who have been doing good work are affected, but this is one of the times when we feel as though we should not keep the program going because it has been good in the past and because there is a history to it, but rather we do not see that we need it for the future.

Mr. **Brademas.** Thank you very much, Dr. Berry, Dr. Martin and Ms. Chavez. We appreciate your having appeared before us this morning, and we will continue to be in touch.

Thank you.

Next we are very pleased to have a panel for the discussion of programs funded under part C, section 625 of the act, the regional education programs, and the Chair would ask unanimous consent that there be included, prior to this testimony, at the request of our colleague, the gentleman from California, Mr. Goldwater, a letter of his own.

[The material to be furnished follows:]

BARRY M. GOLDWATER, JR.
20th District of California

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COMMITTEE ON SCIENCE AND
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April 25, 1977

Honorable John Brademas
Chairman
Subcommittee for Select Education
House Education and Labor Committee
Room 2181
Rayburn House Office Building
Washington D.C. 20515

Dear John:

As you begin hearings Monday, April 25, on a House counterpart to S. 725, "to extend certain programs under the Education of the Handicapped Act," I would like to express my strong and unqualified support for Section 625A of the Education of the Handicapped Act.

One beneficiary of this section of the act has been the California State University at Northridge Center on Deafness, which was formerly located in my Congressional district. It is now in the Congressional district of my good friend, Jim Corman, who shares my enthusiasm and support for the University Center on Deafness.

Mr. Chairman, the record of achievement of this program, under the able leadership of program director, Dr. Ray Jones, is indeed enviable. The program is recognized nationwide as one that has made innovative strides in helping people with impaired hearing. This program currently has 300 students from virtually every state, the District of Columbia and several foreign countries.

Of particular interest to me is the matter of equal funding for hearing impaired programs throughout the country, especially programs West of the Mississippi. I do not seek to reduce present authorization levels for any institution now receiving funds. Rather, I am seeking equity in Federal support for such programs nationwide, particularly where the record of performance indicates it is merited and needed.

Hearing impaired persons in the United States should have equal opportunities, and freedom to choose from a variety of programs, curriculums, and institutions. The program at CSU-N offers a unique educational experience for the hearing impaired. Hearing and non-hearing students work, study and live together. As a matter of fact, an increasing number of non-hearing students are taking sign language courses. Most hearing impaired individuals want no special considerations once they enter the mainstream of our society. The CSU-N program is helping them experience and achieve this before they leave an academic environment. In this regard, I am pleased that the committee will be taking testimony from Dr. Jones, who will provide further confirmation of this achievement.

I urge the committee to provide adequate, meaningful support for the California State University, Northridge program and I respectfully encourage your careful consideration of the testimony Dr. Jones will offer.

With best regards,

Barry

BARRY M. GOLDWATER, JR.
Member of Congress

BMG:pjm

Mr. Brademas. The Chair would also ask unanimous consent that there be included at an appropriate place in the hearings a letter from Gregory A. Humphrey, the codirector of legislation of the American Federation of Teachers.

[The material to be furnished follows:]

TESTIMONY OF
GREGORY A. HUMPHREY
Co-DIRECTOR OF DEPARTMENT OF LEGISLATION
AMERICAN FEDERATION OF TEACHERS, AFL-CIO
TO SENATE SUBCOMMITTEE ON THE HANDICAPPED
ON S. 725

I am Greg Humphrey, Co-director of Legislation for the American Federation of Teachers, AFL-CIO. On behalf of the 475,000 teachers and other education personnel who are members of the AFT, we thank you for the opportunity to offer our views before this Committee on reauthorization of Parts D and C of the Handicapped Act. We also wish to comment on some problems that are developing with the implementation of Part B of the EHA.

At the outset, we would like to express our full support for improved and expanded federal assistance for the education of exceptional children and youth of this nation. The Education of the Handicapped Act represents a major step forward in providng needed services to many previously neglected exceptional children, and we are in general agreement with its provisions. Therefore, Mr. Chairman, we would like to take this opportunity to lend our basic support to your bill, S. 725, which would extend Parts D and C of this Act through 1982.

Within two weeks a special AFT Task Force will meet to discuss EHA problems raised for teachers by Part B, the Education of the Handicapped Act, and we would like to forward those recommendations to you at that time. Our comments today will be limited to general concerns.

Training Personnel for Education of the Handicapped

We believe Part D of the EHA has begun to produce a highly successful effort to recruit and train new and needed special education personnel. Figures from New York reflect the situation in many other states. In New York State in 1976, for example, the only increase in provisional certification was in the field of special education and this was an increase of 15.6% over the previous year. We believe this trend will continue.However until all the data is in and funding actually going to the states, it is chancy to predict the present adequacy or inadequacy of trained personnel for special education. The situation is further confused by the fact that many trained special educators are now unemployed or are working in other areas, not because of an oversupply of such professionals but because of school systems' financial restraints.

While it would be premature to state there is no further need for emphasis on preservice training of special educators and support personnel, we agree with the finding of the GAO's report to Congress entitled, "Training Educators for the Handicapped: A Need to Redirect Federal Programs" that much more attention must be given to inservice training for regular teachers working with exceptional children. Inservice training should also be available to special education personnel assuming new roles as a result of placing children in least restrictive environments. While we would like to see provisions for such training emphasized in this legislation, we must reserve judgment on GAO's contention that "the capacity of the nation's colleges and universities is now adequate to meet the demand for special education teachers" until programs have actually been implemented and a valid assessment of supply and demand can be made.

Shortcomings in parts of the GAO report raise questions about its accuracy. The AFT on a philosophical basis supports placement in least restrictive environments, often called mainstreaming, when it is done under the proper conditions. The GAO report, however, states that one factor contributing to increased application of mainstreaming is research demonstrating its advantages. But a study done by Wynne Associates in January 1975 for the Bureau of Education for the Handicapped concluded that research on mainstreaming "suffers from methodological problems that render much of it virtually useless" and that "most of the views about mainstreaming held by its proponents are based on philosophical and political considerations rather than hard data." The study goes on to say:

> At best, the research evidence suggests that a mainstreaming setting is at least as beneficial to mildly handicapped children (predominately educable mentally retarded children) as a self-contained classroom. It is important to emphasize that research into these issues has not been able to substantiate conclusively that mainstreaming is a 'good thing.'

GAO's report also states there is a significant relationship between the direction of the school's handicapped programs and the number of handicapped children served, implying that more children are served as mainstreaming is implemented. Though this may very well be the case, we are disturbed by reports from all over the country that least restrictive environment placements are being made with little regard to the welfare of special or regular children. In some cases, 1) special education and support personnel have been dismissed to reduce costs; 2) regular teachers are not trained to work with the exceptional children already in their classes; 3) special and regular teachers have no time to consult about the needs of mainstreamed handicapped students; 4) class sizes of rooms in which handicapped children are placed force teachers to choose between meeting the needs of the exceptional children or those of the regular students; and 5) the present levels of record-keeping required of both regular and special teachers have left very little time to plan and carry out effective lessons. This situation was not the intent of this Act. Greater safeguards are needed to assure that least restrictive environment improves the quality of education for all.

We also support the continuation of the other EHA discretionary programs. Special education like all other education does not contain an adequate research base to make sound decisions upon. Not enough, has been done to coordinate educational services with existing technology to assist in improving the education of exceptional children.

While we know that EHA part G--special program for children with specific learning disabilities, part C--the Early Childhood program and the Severely Handicapped projects and Regional, Vocational, Adult and Post-Secondary programs, also part C, were intended as demonstration programs. The unmet needs in existence tend to convert them into direct service projects. The new programs in 94-142 for early childhood services should allow more opportunity for establishing of models and demonstration projects through Parts G and C. We in the AFT strongly support the early childhood component. We have done all in our power over the last few years to support the notion that the earlier problems are addressed, the simpler their solution will be.

Education for All Handicapped Children Act -- Part B

The AFT has always strongly supported the right of all children, including those with mental, physical, emotional or learning handicaps, to a "free appropriate public education." For this reason, we supported the basic intent of the Education for All Handicapped Children Act (P.L. 94-142). We have serious questions about some of its provisions, however.

One of the most serious problems in this legislation occurs within the individualized education program (IEP) provision. The law defines the IEP as:

> 1. A written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (a) a statement of the present levels of educational performance of such child, (b) a statement of annual goals, including short-term instructional objectives, (c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (d) the projected date for initiation and anticipated duration of such services, and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

The inclusion of short-term instructional objectives in the IEP is unrealistic and represents extremely poor educational practice. In addition, it is inconceivable that short-term instructional objectives must be devised for an entire year as a required component of the IEP before a teacher has even worked with a child. Teachers and children must not be locked into short-term instructional objectives and we strongly urge that this requirement be deleted from the IEP. Reporting should be on annual goals only. This Committee should realize that requirements such as this when sent out to the states for implementation can produce quite uneven and in some cases disheartening results. Laws are proposed on the state level with requirements never envisioned by the Federal law but which nevertheless are imposed in the name of satisfying

Federal requirements. We have received reports as to what some states are requiring to satisfy the short-term objective requirements. While the Federal law clearly does not envision the IEP as a binding contract, it is not yet clear that the states will honor this decision.

Another discrepancy in the IEP is the fact that it requires "a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs," in addition to a statement of annual goals and short-term objectives. The child's teacher is among those specified to take part in planning the IEP. Yet, if placement is to be decided at this planning meeting, we question how it will be determined prior to this who the child's teacher or teachers will be. As this does not seem possible, it may very well happen that one teacher would be setting goals another teacher would be held responsible for carrying out. This contradicts one of the reasons for having an IEP in the first place; that is, that a teacher must understand and support the teaching goals set for children with whom they are working. If the teacher in responsible for instruction was not involved in setting the goals such support may not be forthcoming. Although we are eager to see education of the handicapped improved and to have all such children receive an appropriate education, we are concerned about the real-life implications of this provision as now written. Our members would like to see all children receive an individualized education. Such individualization requires reduction in class size and increases in resources not guaranteed by 94-142. While teachers and school systems can be held responsible for providing certain services they cannot ultimately guarantee student achievement. While it appears that this legislation will increase the number of handicapped children served -- a goal we share, it does not provide adequate safeguards for teacher and pupil alike so that the quality of education will be improved for all. Section 612 (5) (b) requires states to establish:

> "procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Past and present practice have shown tendencies to interpret this as a mandate to return handicapped children to the regular classroom without sufficient consideration as to whether it is in the best interest of the child or whether the regular classroom is equipped to provide a better learning environment for the child. The law should clarify the point that the priority in placement is to provide the setting which is best able to serve the educational needs of the child. It does no good to place children in a less restrictive environment if, in effect, we have not improved the child's educational opportunity.

In Section 615 (e) on Procedural Safeguards, we feel the child's interests would be even better protected if teachers, in addition to handicapped children and their parents or guardians, were guaranteed procedural safeguards with respect to the provision of free appropriate public education. Teachers are aware of many situations in the schools and classrooms which impede children's learning opportunities. Too often, if the local education agency refuses to acknowledge poor or impossible learning conditions, teachers have no recourse but to accept them. For this reason, teachers should be allowed, in addition to the other parties mentioned, to protect handicapped children's interests through due process procedures which assure that pressures to sign off an IEP do not intimidate professionals into agreeing to something they know will not work. Flexibility here should provide for recognition of collective bargaining process as a method for solving problems that arise.

We would like to stress the need for full funding of this legislation. It is expected that even if this were accomplished, the funds would fall far below the amounts required. Many school systems have not yet implemented least restrictive environment placements on a widescale basis as required by this Act. As severely handicapped students are moved toward the mainstream setting, they will have health and safety needs that require the services of an aid or nurse. The heavy burden of all such costs is in no way reflected in the funding formula. The effects upon education in an already financially deficient public education system could be a dilution in the quality of education provided. We, therefore, hope the Committee will review this legislation with an eye to helping improve existing reality for teachers as well as children. In the end, their interests are intertwined.

We commend the Committee for seeking ways of extending quality education to all handicapped children and will continue to support this effort. We hope our comments are received as they are intended, constructive suggestions from teachers who are concerned with providing the best possible education for all the children they are responsible for serving.

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TESTIMONY BEFORE SENATE SUB-COMMITTEE OF THE HANDICAPPED
BY SUNNY RICHMAN

ON SPECIAL EDUCATION LAW 94-142

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Mr. Chairman and Members of the Committee:

I will concentrate on the following areas: (1) Mainstreaming or Least Restrictive Placement, (2) The Individualized Educational Program and (3) Protection for School Employees, including due process, protection against malpractice, and protection against being held accountable for a projected plan of learning. No one in this universe can be held accountable for all of this. Local, state and national teacher bargaining agents must have in-put and representation from beginning to end in the implementation of this law, including at the State and local levels.

The first priority of this law is to educate those children who have not been receiving any education and the second priority is to educate those children who have the most restricting handicaps within each disability.

The American Federation of Teachers could not agree more with this concept. But the American Federation of Teachers could not disagree more with its implementation.

Who are these children we are talking about and what are we saying we should do for them, their parents, their teachers, and the other students in the schools and classrooms?

We are talking about:

1. Hydrocephalic children who are born with holes in their hearts, who turn blue periodically and have water on the brain, tubes in their heads which drain off the excess water in the brain. Many times the tube does not work and it must be reshunted. There are no nurses in the schools. Therefore, there must be a nurse provided for each and every school.

2. Children who have bones that are so brittle, if one touches them the wrong way, the bones could break.
3. Spinabifida is a condition in children who have separations in their spines and they are paralyzed from the waist down; these children are on crutches.
4. Children who are amputees and double amputees.
5. Cerebral palsied children, some of whom are severely impaired and others who are of normal intelligence.
   a. They are orthopedically handicapped because of the effects on their motor perceptions, but not their brain.
6. Children who basically are taught toilet training, feeding, etc.
   a. This means that there are charts where teachers must fill in such things as whether the child:
      sucks, drinks from bottle, eats finger food, blows nose, uses sanitary napkins, can button clothing, put on underwear, identify dirty/messy clothing, discriminate inedible substances, communicate illness/pain/injury, observe safety rules in streets, observe safety rules at play, is aware of danger of fire, heat, electricity. Another such chart is a Toilet Training Chart and the teacher must fill in such things as:
      wet, soiled, bowel movement, urination, nothing, indicate need to go, went willingly, took pants down, sat on toilet, cleaned self, flushed toilet.
7. Autistic children with whom you cannot communicate.
8. In some of these cases, if a teacher gets a child up to one year's mentality, that is the achievement of a life-time for the student and the teacher. I say child, but the age varies.

9. Mildly retarded children
    a. These children have been getting an education but if there are no provisions for smaller class size for these children, they will suffer grossly.
10. Learning Disabled
    a. In schools throughout the country, school authorities are phasing out RE (mildly retarded children) and adding LD classes, because of the stigma of RE and the new popular "faddism" of LD, even though LD specifically excludes children who are mildly retarded.
    b. LD includes children who have anti-social behavior--inability to learn which cannot be explained--difficulty in using language, spoken or written, imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
11. Emotionally Disturbed
    a. These children exhibit over a long period of time and to a marked degree an inability to learn which cannot be explained, an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes, mind you, SCHIZOPHRENIC and AUTISTIC children.
12. Even where handicapped classes are in existence, they are not grouped by handicap. Instead of having all autistic children in a class, etc., there are classes with one autistic child, one spinabifida, one cerebral palsied, and so on.

Please think of the small list I have given you. The children who are handicapped in most cases have multiple handicaps and may have several of the above examples, not just one. In most cases, thd teachers have found that they are multiple handicapped.

MAINSTREAMING OR LEAST RESTRICTIVE PLACEMENT

One of the most difficult part of the Bill is the mandating of Mainstreaming or Least Restrictive Placement because of the problems that have developed.

It means that the children mentioned above will be placed in regular schools, in classes that may be self-contained in regular schools, or in regular classes in regular schools. Think of the ramifications.

It means that a child who has had a psychological examination processed is assigned to a regular school. The child can be an orthopedically handicapped child who would be placed in a regular high school in a wheelchair.

The law says that architectural barriers must be removed. The money must be provided immediately for these changes.

What about the safety factor of these children in a regular school? If a fire were to break out, how can a teacher get 32 ambulatory students plus a child in a wheelchair out of the building in an emergency situation when there are no ramps and the class is on the second and third floors as they are now? In cities across the country there are severely impaired children who are non-ambulatory in regular schools. Aides must be hired to carry these non-ambulatory children, but they are not. The law should mandate this. We are thankful that there has not been a fire as there was in Chicago when there were so many perfectly normal children who lost their lives.

You are mandating that all of these children be placed in regular classrooms, unless it can be proved through a due process hearing that the child cannot be placed in a regular classroom. And even if the hearing officer's decision is that the child be placed in a special type class the parents under this law may refuse and the child must remain in a regular classroom.

There may be certain areas where mainstreaming can be accomplished with certain types of handicaps. But even here, there is nothing in the law that states how the regular teacher is supposed to get the training to handle these children, whom he/she never had to handle before nor was trained to handle.

The law really means that every teacher will have handicapped children in their classes. That means that every teacher must now write an Individualized Educational Program for each handicapped child in the teacher's room. Think of the time that this takes. The amount of time and attention that these handicapped children deserve will necessitate the hiring of additional personnel so that the regular children will not be short-changed. In essence, everyone will be affected, the normal children and the handicapped children. How hard we have worked to get special education service for these children in the form of aides, different types of therapists, psychological assistance and now you are saying, put these children into regular classrooms.

Staff development and in-service must be provided according to the law. It is the AFT's position that staff development and in-service should be provided with compensation or during released time during the day when a trained substitute can replace the regular teacher who is acquiring the staff development. In-service and staff development should be available and should only have to do with training and assistance--not evaluation. The method of evaluating in-service courses should be on personnel feed-back on whether students achieve. In other words, did what you learn in the in-service or staff development course help? In-service and staff development are not to be mechanisms to determine whether achievement of the student is successful. The American Federation of Teachers is in agreement and supports incentives for in-service and staff development, but does not want it to be mandatory. The bargaining agents of the teachers and school employees, again, must be included in the formation, development of in-service and staff development from the beginning to the end and that includes the evaluations methods, too.

INDIVIDUALIZED EDUCATIONAL PROGRAM

The IEP will be a requirement of all teachers, whether special education teachers or regular teachers. But the special education and regular teachers must write a program of education for each individual child--not based on whatever the professional education the teacher has had, but as only one member of a team consisting of:

1. A representative of the local educational agency, other than the child's teacher, who is qualified to provide, or supervise the provision of special education, the child's parents, where appropriate the child, other individuals at the discretion of the parent or agency. (Federal Register, P. 56986)
    a. If the teacher has not had the background, where do all of these other people acquire the background? And who is held accountable for the achievement of the child? Not all of these other people but the teacher. And what does accountability mean? It means that the teacher can lose her/his job because achievement was not met.

Accountability, as the Federal Register states on P. 56986, is a justification for the type of educational placement which the child will have; a list of the individuals who are responsible for implementation of the individualized education program; and objective criteria, evaluation procedures and schedules for determining on at least an annual basis, whether the short-term instructional objectives are being achieved.

I ask you, does a doctor bring in someone from the Medical Society, the patient, the patient's relatives and other organizations and agencies that the patient desires when a diagnosis is given?

Does a lawyer allow the client to bring in the American Bar Association, the organizations or agencies that the client wishes when the lawyer is advising the client on what to do about legal problems? Does any profession have to undergo this type of unprofessionalism and harassment? No. I state that this is absolute harassment.

Placement should be first through psychological examinations and recommendations. A diagnostic educational specialist should do educational testing and assessment of the child. Based on the results, it can be fairly well determined which teachers should be teaching the student.

The group of teachers which would be regular and special education teachers would determine what the program would be, along with all of the supportive personnel that would be needed for the child. The IEP states where the child is now. The AFT objects to projecting annual goals and short-term objectives. We are not fortune tellers--it is against the law to be crystal-ball predictors.

This type of assessment and program placement should be done at meetings on school time with specially trained substitutes, or after school time with appropriate monetary compensation. If there is too much released time, it will mean that teachers will be spending more time meeting and writing programs than teaching.

DUE PROCESS

Where is the protection for school employees? There must be protection against malpractice and accountability written into the law for all school employees.

A teacher must have the right to a due process hearing when the teacher feels placement is improper, or that a child has been in a regular classroom waiting for placement and the appropriate program to be implemented. The child is losing educational time and so are the other normal children in the classroom and the teacher is also suffering from teaching two classes at the same time.

Right now school employees must undergo due process hearings on the appropriate placement of the child in different states. In States where due process hearings have been set up under State laws, the hearings are called at 7 or 8 in the evening and last until 1 in the morning. The hearings are called by the parents. The teacher is the target on the stand. The child's parents are able to bring in an attorney and anyone else they want, friends, organizations, agencies, etc. The teacher is only permitted an attorney to be present to advise the teacher. The teacher's attorney is not allowed to cross-examine, ask questions, raise objections or open his/her mouth. And then, the hearing officer, who is chosen by the State--how no one really knows, has the power to mandate that a teacher go back to school for courses, perform chores and duties in violation of collective bargaining agreements. The teachers then have to pay for these courses, spend their own time going to these classes, and their whole lives are disrupted because no one stops to think that a teacher is a human being and must also have due process rights, representation and recourse to inhumane decisions. Now P.L. 94-142 gives this very right to every State.

There must be representation for teachers, attorneys for teachers who have the right to cross-examine, etc. The law must be amended so that school employees have the same safeguards as parents and children under P.L. 94-142.

There must be a guaranteed quality education for handicapped children and for normal children. There must be protection for regular teachers who must now teach handicapped children and for special education teachers of the handicapped.

I am afraid in the attempt to perform a valuable and essential service to the handicapped children of our country, a disservice to all of the children of the country, their parents, and the community at large has befallen our society.

ha, opeiu-14, afl-cio

Mr. **Brademas.** We are pleased now to have testimony from Roy L. Pierce, program director, program for the deaf, New Orleans, La.; Ron LaFayette, coordinator, Seattle Community College program for the deaf in Seattle, Wash.; Robert Lauritsen, St. Paul Technical and Vocational Institute, St. Paul, Minn.; and Ray L. Jones, director of the California State University at Northridge, Northridge, Calif.

Gentlemen, we are glad to have you with us. You can judge that our time is moving along and we have yet one other witness to appear, so if you would be kind enough to try to summarize your testimony, we should be grateful to you.

If, for the benefit of the stenotypist, you would be kind enough, before you speak to identify yourselves.

[The prepared statements of Robert R. Lauritsen, Ray L. Jones, Ronald LaFayette and Roy Pierce follow:]

TESTIMONY
IN
SUPPORT OF THE EXTENSION OF
THE EDUCATION OF THE HANDICAPPED ACT
WITH EMPHASIS ON SECTION 625

COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON SELECT EDUCATION

JOHN BRADEMAS
CHAIRMAN
SUBCOMMITTEE ON SELECT EDUCATION

I. A CRITICAL NEED
II. HOW PROGRAMS MEET THE OBJECTIVES OF THE LEGISLATION

by

Robert R. Lauritsen, St. Paul Technical Vocational Institute
Ray L. Jones, California State University at Northridge
Ronald LaFayette, Seattle Community College
Roy Pierce, Delgado College

April 25, 1977

Education of the Handicapped Act

Section 625

Regional Education Programs for Deaf and Other Handicapped Persons

I. A Critical Need

II. How Programs Meet the Objectives of the Legislation

> *Regional Education Programs for Deaf and Other Handicapped Persons*
>
> *"Sec. 625. (a) The Commissioner is authorized to make grants to or contracts with institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies for the development and operation of specially designed or modified programs of vocational, technical, post-secondary, or adult education for deaf or other handicapped persons.*
>
> *"(b) In making grants or contracts authorized by this section the Commissioner shall give priority consideration to--*
>
> *"(1) programs serving multistate regions or large population centers;*
>
> *"(2) programs adapting existing programs of vocational, technical, post-secondary, or adult education to the special needs of handicapped persons; and*
>
> *"(3) programs designed to serve areas where a need for such services is clearly demonstrated.*
>
> *"(c) For purposes of this section, the term 'handicapped persons' means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or in other ways health impaired and by reason thereof require special education programming and related services."*
>
> *Elementary and Secondary Education Act of 1974*

Legislative history shows that Section 625, Education of the Handicapped Act, Elementary and Secondary Education Act of 1974 called for the support of three Post-Secondary, Regional Education Programs (REP). The initial three programs were the California State University - Northridge (CSUN), Seattle Community College, and the St. Paul (Minnesota) Technical Vocational Institute. Legislative history dealing with appropriations in 1975 identifies Delgado College, New Orleans, as an additional stipulated program. The initial appropriation level was $575,000. Fiscal year 1976 saw an increase to $2,000,000.

Table I displays the funding history of the initial four REP's under Section 625.

Table I

Project	FY 75 Funding	FY 76 Funding	FY 77 Funding	Population Served
California State University at Northridge	$200,000	$318,205	$318,205	Deaf
Seattle Central Community College	175,000	250,000	250,000	Deaf
St. Paul Technical Vocational Institute	200,000	281,746	281,746	Deaf
Delgado College		218,606	218,606	Deaf
TOTAL	$575,000	$1,068,557	$1,068,557	

The legislation specifies eight handicapped populations as eligible to be served by the Regional Education Programs. In excess of one hundred applications and/or inquiries were made to the Bureau of Education for the Handicapped for support under REP. Rigorous review of technical and cost components caused nine projects in addition to the original four to be funded under REP. Appendix A is a listing of these nine additional programs.

It should be noted that for the time period 1968-1974, Delgado College, Seattle Community College and St. Paul Technical Vocational Institute were supported as Research and Demonstration Projects jointly sponsored by the Bureau of Education for the Handicapped and the Rehabilitation Services Administration. For the time period 1964-1974, CSUN received funding from a variety of sources including private contributions, case service monies, and a State Vocational Rehabilitation Staffing Facilities Grant. These Research and Demonstration Projects and CSUN successfully demonstrated that deaf persons could matriculate in post-secondary institutions that historically served hearing populations. The multi-regional deaf populations served by these institutions contraindicated traditional local and regional sources of funding for continuance. The Bureau of Education for the Handicapped worked closely with the Congress in implementing legislation that became Section 625, the Regional Education Programs.

It is appropriate that as the 95th Congress examines the Education of the Handicapped Act, that Section 625 came under rigorous review.

Presenting testimony today are the four original stipulated Regional Education Programs; 1) California State University - Northridge, 2) Delgado College, 3) Seattle Community College, and 4) St. Paul Technical Vocational Institute. Also speaking are program graduates and a hearing parent of deaf students.

This testimony seeks to demonstrate two major points. These are:

I. There is a critical need to review the appropriations to insure that funding levels are consistent with the needs of the populations to be served.

II. Information will be provided that demonstrates how Regional Education Programs are meeting the objectives stated in the legislation.

I. There is a critical need to review the appropriations to insure that funding levels are consistent with the needs of the populations to be served.

1.0 The original four Regional Education Programs taken together serve a national constituency. Deaf students are served from every state and several of the territories. Interestingly, the original four Regional Education Programs represent four different kinds of post-secondary education; a technical vocational institute, a junior college, a community college and a university.

2.0 Previous studies demonstrate that because the Regional Education Programs do serve multi-state, multi-regional areas that traditional local, regional funding sources are not possible. Simply stated, the State of Minnesota will not, nor should not, pay for the cost of educating a student from Pennsylvania. Appendix B is a document entitled "Funding Alternatives for Post-Secondary Education Programs for Deaf Students" and an additional statement on funding presented for Hearings in 1974 on H.R. 14454, The Vocational Education Act.

3.0 The demand for post-secondary education has dramatically increased since the inception of Regional Education Programs in 1968. Previous to 1968, deaf persons had essentially one post-secondary education option available, Gallaudet College. The National Technical Institute for the Deaf, the Regional Education Programs, plus other local-state post-secondary education programs have created an unparelled opportunity for the deaf person to participate in post-secondary education. For the first time in history, deaf people have the opportunity to make multiple application for post-secondary education. Several experts in the area of deafness state that prior to 1968, less than ten per cent of deaf persons sought post-secondary education, while in 1977, an almost complete reversal has taken place with 80-90% of deaf persons seeking post-secondary education.

The 80-90% figure is in keeping with the majority population, and is as it should be.

4.0 The success rate of deaf students in gaining employment equals, and in some instances, exceeds the success rate of hearing persons completing post-secondary education programs. The Regional Education Programs consistently, year-in, year-out, report success rates in excess of ninety per cent.

5.0 The success rate of deaf graduates gaining employment is profit-making, and cost-effective. Studies have been done that show that Federal Income taxes paid on earnings of deaf graduates exceed the Federal dollars provided for training. Appendix C shows one statement from the Congressional Record, October 2, 1974.

6.0 Costs of Regional Education Programs are excess costs over and above normal operating expenses of the host institutions. The combined physical plant costs of the four host institutions exceed $164,000,000. Annual operating budgets of the host institutions exceed $75,000,000. For calendar year 1976, in excess of 620 deaf students had full access to these four campuses at a cost to the Federal Government of $1,068,557. Simple division of numbers of students served by the Federal dollar investment approximates $1,700 per student. This indeed is cost effective.

7.0 The emphasis of the Regional Education Programs are to provide jobs for deaf people, to prevent deaf persons from being on welfare roles, and to minimize under-employment. These emphasis are consistent with the Congressional emphasis on jobs.

8.0 Career opportunities for deaf persons have greatly expanded as a result of Regional Education Programs. Deaf persons have matriculated in ninety-eight courses at the Regional Education Programs. A list of the courses deaf persons have matriculated in is shown in Appendix D.

9.0 Not to be over-looked, or under-emphasized, are the personal-social maturation growth factors students enjoy coupled with increased public awareness of deafness and a greater acceptance of deaf people into mainstream society.

10.0 Federal funding under REP has made it possible for additional funds, and/or programs to be maintained. In the case of St. Paul TVI, the Federal allocation of REP dollars for calendar 1976, was $281,746. This base permitted additional funds to be secured in the amount of $301,260 for a total of $583,006; more than a doubling of financial resources. All of the REP's have secured additional funding for related programs. The funds available through Section 625 provide the base of the pyramid of services available.

11.0 Regional Education Programs serve as a stimulus for other programs to be initiated. Several examples of these are:

11.1 local mental health programs for deaf persons
11.2 improved health delivery systems for deaf people and their families
11.3 unprecedented growth in interpreting services
11.4 telecommunication improvements for deaf persons
11.5 television and tele-typewriter news services for deaf people
11.6 television programming for and about deaf people.

12.0 The Business - Industrial - Banking communities are benefactors of Regional Education Programs. The 3M Company currently has two sign language classes taught in the 3M Home Office. The Federal Reserve Banks have annual Deaf Awareness classes. The Blue Cross Insurance Companies provide a smiliar series. The Target Company, a Minneapolis based National Discount Store, will feature Deaf Employees in its National House Organ this Spring. The IBM Company has assigned staff to CSUN to develop business careers for deaf persons.

13.0 Regional Education Programs in and of themselves create jobs at St. Paul TVI. On any given day, in excess of 45 staff persons are employed on jobs. Similiar statements can be made of all REP's. Included in this number are deaf persons who formerly were under-employed and are now living, working and contributing at a level consistent with their abilities.

14.0 Regional Education Programs stimulate educational change at the K-12 education levels. Several examples include the growing use of Interpreters, more emphasis on counseling, main-streaming techniques such as the note-taker's book, and instruction oriented to preparation for post-secondary education and careers.

15.0 Service clubs throughout the country such as the Lion's, Sertoma, The National Grange, Delta Zeta, Optimists Quota International, University Women, and others have accepted the field of Hearing and Speech as special projects and/or areas of special interest. Regional Education Programs are frequently involved in these clubs and their activities.

16.0 Regional Education Programs are expanding their educational efforts into adult education (specified in the legislation) by initiating programs of Continuing Education for Deaf Adults (CEDA). The CEDA Programs are initial thrusts into the era of the Learning Society; or life-long learning opportunities. The REP's offer strong institutional bases of support for CEDA programs.

17.0 Regional Programs have been at the center of the explosion of services for deaf adults in the last 10 years. Because of this unique regional approach, parity of services for the deaf community is becoming a reality.

18.0 Regional Education Programs offer Consortium Programs of Post-Secondary Education. For example; St. Paul TVI serves students in neighboring schools; Seattle Community College has students on three campuses; and CSUN provides services at the University of Southern California and the University of California at Los Angeles.

19.0 Regional Education Programs offer special programs for professionals in the field such as Counseling Workshops, Job Seeking Skills Media Packages, leadership in Work Evaluation, Studies in Deafness, Interpreter Training, and Sign Language Classes. Especially noteworthy are the National Leadership Training Programs in the area of the Deaf, and the Deaf-Blind at California State University at Northridge.

The above listing of nineteen items are illustrative of factors that emphasize the need for funding levels to be consistent with the needs of the population to be served.

TWO CRITICAL FACTORS MUST BE HIGHLIGHTED. THESE ARE UNDERLINED FOR EMPHASIS.

1. TABLE I SHOWS THAT THE FOUR REGIONAL PROGRAMS ARE OPERATING AT THE SAME FUNDING LEVEL FOR FISCAL YEAR 1977 AS THEY DID FOR FISCAL YEAR 1976. APPROPRIATION RECOMMENDATION FROM OMB TO THE CONGRESS INDICATE NO INCREASE FOR FISCAL YEAR 1978. THE REGIONAL EDUCATION PROGRAMS WILL FACE A SERIOUS INABILITY TO MEET DEMAND FOR SERVICES, AND INDEED WILL BE FORCED TO REDUCE SERVICES UNLESS THE APPROPRIATION LEVEL IS INCREASED.

2. AS NOTED, THE LEGISLATION SPECIFIES EIGHT HANDICAPPED POPULATIONS AS ELIGIBLE TO APPLY FOR SUPPORT. IN EXCESS OF ONE HUNDRED APPLICATIONS/INQUIRIES WERE MADE DURING THE FISCAL YEAR AT THE $2,000,000 APPROPRIATION LEVEL. THE NINE PROGRAMS THAT WERE FUNDED IN ALL LIKELIHOOD FACE INFLATIONARY-GROWTH FACTORS. MORE IMPORTANTLY, IT CAN BE ANTICIPATED THAT THE BUREAU OF EDUCATION FOR THE HANDICAPPED WILL RECEIVE A SUBSTANTIALLY HIGHER NUMBER OF APPLICATIONS/INQUIRIES FOR FISCAL YEAR 1978.

   AS REGIONAL EDUCATION PROGRAMS NOW STAND, THE SUGGESTED OMB APPROPRIATION LEVEL IS NOT ONLY A FREEZE ON GROWTH AND DEVELOPMENT, BUT A SEVERE CUT BACK.

The major thrust of the nineteen examples is an attempt to show that the Regional Education Programs are cost-effective, profit-making, job oriented and offer positive impact throughout society. What was not strongly emphasized was the tremendous impact on the deaf individual's life in terms of self-worth, contribution to society; and equally important the impact of Regional Education Programs on the deaf individual's family, which is primarily a hearing family.

II. *Information will be provided that demonstrates how Regional Education Programs are meeting objectives stated in the legislation.*

The four REP's function in four widely spread geographic locations. Each of the four REP's function in post-secondary education environments that offer differing educational emphasis, i.e.; a technical vocational institute, a junior college, a community college, and a university. Yet, as deaf children are more similiar to hearing children than they are different; so do the REP's have more in common, than they have differences. The separate settings of the REP's demonstrate the ability of specialized REP's to adapt to the home environment or institutional setting. The balance of this testimony deals with the major components that the four REP's employ in making it possible for deaf students to matriculate in post-secondary education institutions that historically served hearing populations.

20.0 Recruitment. Qualified applicants are recruited from every state. Recruitment typically is a two way street. Staff members of the REP's travel to feeder schools presenting their Programs. Conversely, the four REP's receive numerous visitors including prospective students, parents, secondary school personnel, rehabilitation personnel and other referring agents. The REP's serve as major referral centers for deaf people for other post-secondary institutions and community services.

At least two basic axioms function in the recruitment and selection of students. These are:

20.1 Deaf students require at least one of the supportive services offered by the REP's in order to have a successful post-secondary education experience.

20.2 Prospective students must want, need and show potential to profit from post-secondary education.

21.0 Facilitate entrance into post-secondary education. Proper initiation into post-secondary education for deaf students receives major emphasis. Precedents for this emphasis are seen in the Preparatory Program of Gallaudet College and the Vestibule Program of the National Technical Institute for the Deaf. Three of the four REP's maintain Preparatory Programs. The fourth REP (CSUN) places heavy emphasis on facilitating admission and registration processes, and orientation training sessions. Additionally CSUN serves as a major referral source for transfer students with sixty-four per cent of the undergraduate population having had previous post-secondary education in schools across the nation. Several factors that are of importance at the beginning of post-secondary education experiences for deaf students are:

21.1 Adjustment to a hearing environment
21.2 Adjustment to post-secondary education
21.3 Adjustment to independent living
21.4 Selection of major, career areas of study
21.5 Remediation of academic skills

22.0 Support Services. Support services are the crux of facilitating successful post-secondary education experiences for deaf students.

22.1 Interpreting

22.2 Counseling

22.3 Note-taking

22.4 Tutoring

22.5 Auditory Training/Aural Rehabilitation

Each of these Support Services, and particularly Interpreting and Counseling, have been extensively reported in documents to the Bureau of Education for the Handicapped. Interpreting and Counseling also have been the focus of papers prepared for publication in professional journals, and papers presented at a variety of professional meetings across the United States.

23.0 Program Evaluation. The REP's represent a relatively new (less than ten years) model for facilitating successful educational experiences for deaf students in educational environments historically serving hearing students. It is appropriate that rigorous program evaluation be an ongoing process. Program evaluation is both internal and external. Regularly filed reports to the Bureau of Education of the Handicapped facilitate on-going program evaluation.

24.0 Job Placement and Follow-up. The four REP's assume major responsibility in facilitating job placement and follow-up for REP graduates. Job placement of graduates is accomplished several ways including: 1) Placement by REP staff, 2) placement by host institution staff, 3) coordination with vocational rehabilitation agencies, 4) coordination with State Employment Services, 5) coordination with other referral agencies and families. Job seeking skills seminars and training films are conducted for graduates to facilitate the placement process. Dependent upon the geographical location of the graduate and his/her job from the host REP, follow-up services are provided.

25.0 Consortium Programs. The Seattle Community College is comprised of three campuses. St. Paul TVI is one of thirty-three area technical vocational institutes in Minnesota. CSUN is geographically close to USC and UCLA. Seattle, TVI and CSUN provide training opportunities away from the home campus thus offering increased career training opportunities.

26.0 Sign Language Classes. Sign language courses are offered by each of the REP's. The continued and increasing interest on the part of the hearing community in learning sign language is impressive. More than several hundred hearing persons at each of the REP's participate annually in sign language classes. Annually in excess of one thousand people participate in sign language classes offered by the REP's.

27.0 Interpreter Training. Interpreter Training as differentiated from sign language classes is a growth phenomena at each of the REP's. Interpreter training programs offer a ready supply to fulfill interpreter needs at the REP's, in the local communities, and indeed throughout the nation.

28.0 Internships. The REP's provide internship, practicum stations for interpreters, teachers, counselors, social workers, speech pathologists, audiologists, and administrators.

29.0 Technical Assistance. Staff of the REP's are in demand to render technical assistance in educational and rehabilitation settings throughout the nation.

30.0 Special Workshops and Institutes. REP's are natural sites for initiating special workshops and institutes. Interpreter Institutes, Counseling Workshops, Legal Rights Work Evaluation Workshops, Job Placement Workshops are but several examples. Audiences, or participants for these activities fairly represent the education - rehabilitation delivery systems for deaf persons.

31.0 Critical Mass. The REP's offer a "critical mass" of deaf students which permits the maintenance of quality staff and consistent offering of supportive services. Critical mass is defined as a minimum number of students to form a cohesive peer group that permits individual differences to prevail in developing adequate inter-personal relationships within the peer group. The development and confidence of "self" in the peer group yields confidence for individual members to compete adequately in the larger academic and social environment, the hearing environment.

32.0 Student Attrition. Student attrition at each of the REP's is lower than for the host institution. The holding power of deaf students and success in achieving and competing in hearing environments is remarkable.

The preceding thirteen items coupled with the first nineteen items of this testimony are intended to present an overview of the growth and acceptance of Regional Education Programs.

Since the inception of the REP's in the late 1960's, in excess of 2,500 deaf students have been served in the four REP's.

Each REP is a growth program. Each REP serves the local community, the host state, the region, and collectively the United States. Deaf people in America have six major post-secondary education programs that provide consistent education alternatives and options - Gallaudet College, the National Technical Institute for the Deaf, California State University at Northridge, Delgado College, Seattle Community College and St. Paul TVI. Section 625 of the Education of the Handicapped Act has made this possible.

The support of the Congress has made Regional Education Programs possible.

We ask your continuing support.

APPENDICES

APPENDIX A

The Nine REP's Funded Under Section 625 in Addition to the Four Stipulated Programs

APPENDIX B

Funding Alternatives for Post-Secondary Education Programs for Deaf Students

Statement on Funding from Testimony Presented for Hearing in 1974 on H. R. 14454, The Vocational Education Act

APPENDIX C

Self-Supporting Deaf Graduates Make Program for Deaf Students Self-Supporting

APPENDIX D

Unduplicated Courses of Study at Four Regional Education Programs for Deaf Students, February, 1977

APPENDIX A

THE NINE REP'S FUNDED UNDER SECTION 625 IN ADDITION TO THE FOUR STIPULATED PROGRAMS

University of North Dakota	$102,059	Various
San Diego Community College District	56,440	Learning Disabled
New York State University at Buffalo	120,760	Various
Teachers College, Columbia University	124,449	Various
Southern Illinois University	76,730	Various
Oregon College of Education	86,612	Deaf
Metropolitan State College (Denver)	80,270	Mentally Retarded
Queensborough Community College	170,350	Various
Wright State University	113,723	Various
	Total = $931,393	

APPENDIX B

FUNDING ALTERNATIVES FOR POST-SECONDARY EDUCATION PROGRAMS FOR DEAF STUDENTS

The dollar cost for maintaining a post-secondary education program for deaf students in an integrated setting is in excess of $2,000 per student per year. This figure is arrived at by dividing the annual operating budgets for Programs for Deaf Students at St. Paul Technical Vocational Institute and the Seattle Community College by the average daily attendance figure of deaf students. The $2,000-plus figure includes only the cost for supportive services for deaf students in the categories of 1) personnel, 2) equipment, 3) supplies, 4) travel, 5) consultant services, and 6) other expenses.

The $2,000-plus figure does not include basic tuition, room and board, incidental costs and transportation costs incurred by individual students.

Basic tuition monies paid by deaf students are used to defray in part the regular operating budget of the host institutes and is equal to the tuition policies for hearing students. At St. Paul TVI, the tuition figure is $560.00 for 9 months and an additional $130.00 for the 8 week Summer Quarter, for a total of $690.00 per full academic year of study. The actual cost of education per full academic year is approximately $1,700.00. The difference of $1,000.00 is absorbed through St. Paul TVI's system of mil rate taxation, state and foundation aids and reimbursement patterns.

Deaf students on an individual basis may be eligible for room and board monies, incidental monies and transportation through their home office of Vocational Rehabilitation. Typically, individual deaf students will receive a portion, but not all, of these monies from Vocational Rehabilitation to meet individual needs.

Average daily attendance approximates 100 deaf students at St. Paul TVI. Because St. Paul TVI operates on a quarter system, deaf students enter and graduate four times per academic year. Thus, an average daily attendance yields an annual total attendance of approximately 180 deaf students. The $2,000-plus figure, based on an average daily attendance of 100 students, covers 180 deaf students annually.

From June 1, 1969 to May 31, 1974, the excess costs for supportive services for deaf students have been provided through a Research and Demonstration Program co-sponsored by the Bureau of Education for the Handicapped and the Social and Rehabilitation Services, both of the U.S. Department of Health, Education and Welfare. The annual ammount provided from 1969-1973 was $75,000 each by BEH and SRS for a total of $150,000 annually. For the fifth year, 1973-74, SRS reduced its portion by $8,000, to yield a total grant of $142,000.

The annual grant of $150,000 was given to Delgado College, New Orleans, for the time span, June 1, 1968 - May 31, 1973. The annual grant of $150,000 with the fifth year reduction of $142,000 was given to both Seattle Community College and St. Paul TVI for the time span, June 1, 1969 to May 31, 1974.

For the first three years, June 1, 1969 - May 1972, the $150,000 to each Seattle and St. Paul was sufficient to meet the excess cost for deaf students. For the fourth and fifth years, June 1, 1972 - May 31, 1974, the basic grant had to be augmented through other resources by approximately $50,000 per year to maintain the Programs.

A variety of funding alternatives have been explored to continue the St. Paul and Seattle Programs after June 1, 1974. The major funding dilemma is that collectively the St. Paul, Seattle and New Orleans Programs are regional programs serving deaf students from every state and several of the Territories of the United States. The precedent for a national approach to programs for deaf students has been established by Gallaudet College since 1864, and more recently, 1968, by the National Technical Institute for the Deaf.

The Regional Approach to serving deaf students is essential to maintain sufficient numbers of deaf students in each of the Programs to create a critical mass* of deaf students, to maintain a quality staff to provide appropriate supportive services, and to establish a firm funding base for a known number of students annually.

The Regional Programs serving deaf students are essential to maintain the unparelleled post-secondary education access and alternative for deaf people in America. Gallaudet College and NTID typically serve the top 10-15 percent of deaf students in America. The Regional Programs typically serve those deaf students who do not have access to Gallaudet College and NTID.

The balance of this paper will explore the various funding alternatives to maintain the Regional Programs for Deaf Students on and after June 1, 1974.

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* Critical Mass is defined as a minimum number of students to form a cohesive peer group that permits individual differences to prevail in developing adequate inter-personal relationships within the peer group. The development and confidence of "self" in the peer group yields confidence for individual members of the peer group to compete adequately in the larger academic and social environment (the hearing environment). The precise minimum number of like students to form a critical mass will vary from program to program. At TVI and Seattle the critical mass is defined as 100 deaf students.

1. Local (school district, city, county) funding. Unrealistic funding alternative. Neither Seattle nor St. Paul have sufficient numbers of deaf students at the post-secondary level to maintain a minimum Program for Deaf Students. The St. Paul school district has, since 1969, made substantial like and kind contributions in terms of total access to all facilities, supplies and equipment in addition to free use of over 4,000 square feet of space.

2. State funding alternatives. The State of Minnesota and Washington can be expected to pay excess costs for resident students. The percentage and dollar amount will vary from year to year. In approximation, it is anticipated that 25-30 percent of the total budget, or $50,000 to $60,000 can be expected from Minnesota and Washington to pay for resident students. The source of these funds would initially be from the ten percent set aside monies of Vocational Education.

   Special Education monies at this point in time are not possible in most states, including Minnesota since the law provides these monies are for special education students up to high school graduation, or age 21, whichever occurs first.

   Vocational Rehabilitation monies for excess costs are not realistic. Tuition monies where applicable are already provided. Limited grant monies are possible through Vocational Rehabilitation. However, these monies are time-limited, and restricted primarily to start-up programs including innovation, research and expansion grants. These grants, when available, require a distortion of program activities to fit particular grant requirements.

   State Legislative funding. This alternative has not been vigorously pursued because of the residency/non-residency deaf student population. The state legislators are mandated to provide services for state residents, not non-residents.

3. Regional funding alternatives. Regional funding is unrealistic, and for the most part non-existent. Limited monies are granted on short-term basis through some Regional activities. One example would be Sec. 302 Monies of the Vocational Rehabilitation Program. These monies have been interpreted by the Social and Rehabilitation Services as being available for sheltered workshop type programs. Another former possibility were the Trio Programs. These monies in recent years were not available for new programs. The major disadvantage with Regional funding when monies are available is that they are Regional monies, where as the scope of Programs for Deaf Students are multi-regional. Because schools and classes for deaf students at the secondary level have great inconsistency in their graduation classes from year to year, consistent student projection for post-secondary programs from a given region or regions is at best most difficult. Accurate projections from given regions is further compounded by the shift of secondary students from residential school programs to day programs that are proliferating deaf education.

4. Excess-cost chargeback system to referring states. The excess-cost per student would be $2,000-plus per student per full academic year. The basic tuition per full academic year at St. Paul TVI is $690.00. Thus, the full tuition plus excess-cost figure is $2,690.00-plus per full academic year. This figure does not include books, room and board monies, transportation monies or monies for indicental student expenditures.

A charge-back system would be directed to: a) Vocational Rehabilitation, b) Vocational Education or c) Special Education.

a) Vocational Rehabilitation case service funds available to counselors vary from state to state. For fiscal 1971 the national average expenditure was $48,251. Of this amount 57 percent, or $28,493 was expended for training services for individuals. Of this amount the average expenditure for post-secondary training for fiscal 1971 was $400 per client. Because the rehabilitation case service dollars are so severely in demand, it is unlikely that the Vocational Rehabilitation counselor can provide excess costs for Programs for Deaf Students.

b) Each state Vocational Education department has ten percent of its monies designated for handicapped students who are residents of that state. It is highly unlikely that any state would send a portion of the set aside monies out of the state to support deaf students. Token payments from less populous states might possibly be anticipated. However, when a more populous state started sending say, $20,000 to St. Paul or Seattle, an attempt would be made to establish a local program to keep the money in the home state. Basically, the ten percent set aside monies for the handicapped are to be used in the host state.

c) The rules and regulations for special education vary from state to state. In most states special education monies are available for handicapped students through high school graduation or age 21, whichever occurs first. Most handicapped students, including deaf students, receive a token high school diploma of attendance. This procedure qualifies handicapped students and deaf students as high school graduates, thereby removing them from provisions of Special Education statutes. Thus, funds through special education for post-secondary students are severely restricted.

5. Federal Funding Alternatives. Federal funding offers the best philosophical alternative to funding Regional Programs for Deaf Students because of the national coverage these programs offer. Federal funding also appears to be the major alternative in view of the possibilities iterated in preceeding items 1-4. Within the Federal structure explored to date, these seem to be the alternatives:

5.1 Free-standing legislation. This route seems to offer little or no promise prior to May 31, 1974. The Congress and the Administration are overwhelmed with domestic and foreign matters.

5.2 Amendments to existing legislation.

5.2.1 A major hope lies in amending the Vocational Education Act of 1968. Specifically, this Act provides for ten percent of Vocational Education monies to be designated for handicapped students. At the present time these monies are distributed to the states on a formula basis for expenditure within the states. An ideal solution would be to designate or set aside at the Federal level a small percentage of the ten percent set aside monies to be administered directly to several Regional Programs for Deaf Students. The Regional Programs are in the province of Vocational Education. This alternative appears to be thoroughly consistent.

5.2.2 Amending Public Law 89-36, the law that established the National Technical Institute for the Deaf (NTID). Previous discussions have been held with Dr. Robert Frisina, Vice President for NTID on this matter. Such a possibility should not be ruled out. However, such an amendment would place NTID in the position of being a funding agency, which may not be desirable.

5.2.3 Seeking an alliance with Gallaudet College. Discussion has been held with Dr. Merrill, President, about the possibility of an alliance. As with any possible arrangement with NTID, such an alliance would place Gallaudet College in the position of being a funding agency.

5.3 Social and Rehabilitation Services (SRS). Research and Demonstration monies on and after June 1, 1974 are definitely out. Extended discussions have been held with officials of SRS. Section 302 of the Vocational Rehabilitation Act of 1973 initially was thought to hold some promise for funding. However, SRS interpretation of this section indicates that these monies are administered on short time-line grants through regional offices for sheltered workshop activities. Section 304 b, provides for Special Projects and Demonstrations specifically including individuals with spinal cord injuries, older blind individuals, and deaf individuals whose maximum Vocational potential has not been reached. Guidelines for Section 304 b are not complete as of this writing. This section should be monitored to determine applicability to Regional Programs for Deaf Students. Also, the Training Provisions of the Vocational Rehabilitation Act should be explored for applicability.

5.4 National Institute of Education (N.I.E.). Little is known about N.I.E. Reports indicate that N.I.E.'s goals are not consistent with Regional Programs for Deaf Students.

5.5 Bureau of Education for the Handicapped (BEH), U.S. Office of Education. BEH currently supports in part St. Paul TVI and Seattle Community College. This five year support will terminate May 31, 1974. BEH has consistently been an excellent supporter of the Regional Programs. BEH is highly supportive in searching out funding alternatives both within BEH and through other sources for the time period beginning June 1, 1974. Within BEH itself the primary thrusts are strategies for innovation of new educational/research activities. BEH lacks well-developed strategies for continuing successful programs that at inception were innovative. BEH has adopted the Request For Proposal (RFP) format for screening, selecting and awarding grants. The RFP's, covering several major impact educational areas are just beginning to be released. This process will, according to one informant, extend into the next fiscal year. Thus, BEH does offer strong encouragement for continuing support, yet apparently at the present time lacks a clear-cut mechanism for continuance of programs.

5.6 Elementary and Secondary Education Act (ESEA). These monies are typically allocated to the states for state monies and therefore not appropriate for Regional Programs.

5.7 Office of Education generally. Discussions have been held with officials of the Post-Secondary Education Innovative Programs. This fund appears not to be appropriate. Previous discussions were held with officials of the Trio Programs. Budgetary limitations preclude availability of monies.

It may well be that under the reorganization structure (Dec. 1973) of USOE that funding alternatives may emerge. These alternatives need to be investigated.

Summary

As of January 14, 1974, the following alternatives seem possible.

1. Partial funding from the host states, Minnesota and Washington. These monies would primarily be Vocational Education monies to provide in part excess cost funding for state residents only. This option would be precluded if item 2 following is implemented, since illegal co-mingling of Federal and State funds would occur.
2. Federal level. Amend the Vocational Education Act of 1968 to set aside at the Federal level a percentage of the ten percent monies.
3. Federal level. Funding from BEH and/or SRS. Funding from BEH for a part of or the entire Program for Deaf Students through a grant processed competitively as a result of the Request for Proposal (RFP) policy of the Office of Education. Funding from SRS for a part of, or the entire Program for Deaf Students possibly through Sec. 304 b.

This document is an attempt to focus on funding alternatives for Regional Programs for Deaf Students effective June 1, 1974. This document is intended as a spring-board to either implement one, or a combination of the alternatives listed, or perhaps to discover new alternatives.

Robert R. Lauritsen
January 14, 1974

APPENDIX B

Statement on Funding from Testimony Presented for Hearings in 1974 H. R. 14454, The Vocational Education Act

A Practical View of Funding

The conviction of this testimony is that regional post-secondary programs for deaf students benefit not only Deaf Americans, but the American Society at large. The basic question that has faced the Regional Programs is how shall the Programs be continued? Once again, attachment B presents an analysis of various funding strategies. For purposes of this testimony it seems prudent to highlight several funding factors.

1. The legislative ammendment to the currect ESEA legislation as introduced by Congressman Quie is viewed by Deaf Americans and the Deaf Community as the most significant development to occur in continuing regional post-secondary education programs for deaf students.

2. The Vocational Education ten percent set aside monies for the handicapped as administered by the states have created a dilemma for post-secondary education programs for the deaf. In the case of the State of Minnesota, the judicial use of the ten percent set aside monies allocated on a percentage basis for Minnesota students has permitted the St. Paul TVI program to operate at a level equal to the demand for services. Other states have been less fortunate. In more than several states these ten percent set aside monies have been used as seed money, limited in amount, and issued on a year to year basis. This allocation system has precluded the development of quality programs, based to a large degree on uncertain funding futures. In at least one state a program for deaf students was given the entire state allotment of ten percent monies for the first year of program operation with the assurance that these monies would be diminished each succeeding year. This

program served an all-time high of 108 students during its first year of full funding. For the 1974-75 year this same program, with reduced funding, is struggling to reach an enrollment of 25 deaf students.

The state allocation system dictates that the ten percent monies be used for residents of a given state. The transfer of these monies from one state to another state has been investigated and found to be unworkable. A solution to the use of ten percent set aside monies for regional post-secondary education programs for deaf students would be to set aside at the Federal level a modest percent of monies to be distributed to a few regional key programs.

3. The use of special education monies for deaf students at the post-secondary education level has been investigated. Minnesota is one of several states that permits the use of special education monies for handicapped students until the age of 21 or high school graduation, whichever occurs first. Since virtually all handicapped students, including deaf students "graduate" from high school, the deaf student is effectively severed from special education and funds at the post-secondary level of education.

4. Vocational Rehabilitation monies come to the Regional Programs for Deaf Students. These monies however are primarily for individual student support in payment of basic tuition, books and supplies, and dependent upon a financial needs statement, room and board. The Regional Programs are indebted to the Rehabilitation Services Administration for their fifty percent support costs together with the Bureau of Education for the Handicapped for the first five years of the Research and Demonstration grant of the

Regional Programs. However, on a continuing funding basis apparently the Rehabilitation Services lack a ready source of funding support.

By every known measure the Regional Programs for Deaf Students have apparently been declared successful. In the volatile field of Deaf Education success is difficult to obtain. The remaining hurdle, that of continuing the Regional Programs, is indeed formidable. The pattern of the Federal government in numerous areas of endeavor is to provide seed money to determine the worth of a given program. Once worth, or success is obtained, the Federal government attempts to shift continuing funding to the local or state agency. Involved are numerous questions of state-federal control. The question of control is complex. This basic question, and the manner in which it has been resolved has created either exemplary programs, or a graveyard of white-crosses of successful programs that could have been if..... Deafness has always been elusive; to families, to educators, to physicians, to rehabilitation workers, to legislators, to society at large. This testimony has been an attempt to demonstrate that Deafness need not be elusive. The debilitating effects of deafness can be ameliorated through quality programs. Quality programs can be maintained and developed through the judicial guidance of our Federal Government. I am deeply pleased that the United States House of Representatives, Committee on Education and Labor, General Subcommittee on Education has demonstrated a genuine interest, concern and commitment for a major segment of our American Society, the Deaf American.

APPENDIX C

Self-Supporting Deaf Graduates Make Program for Deaf Students Self-Supporting

Dollar averaging indicates the the earning power of St. Paul TVI's 225 deaf graduates during the first five years equals $3,570,000. This combined figure yields an approximate Federal income tax of $856,800. The total Federal dollar input for this five year period was $767,000. In effect tax dollars returned to the Federal Government were $89,800 more than the Federal investment.

Congressional Record - October 2, 1974

APPENDIX D

UNDUPLICATED COURSES OF STUDY AT FOUR REGIONAL EDUCATION PROGRAMS FOR DEAF STUDENTS, FEBRUARY, 1977

Accounting
*Administrative Supervision
*Aircraft Maintenance Technician
Apparel Arts
Architectural Technology
*Art - General
*Art - Two-Dimensional
*Art - Three-Dimensional
Auto Body Repair
Automotive Mechanics
Baking
*Biology
Boiler Maintenance
Bookkeeping
Bricklaying
Building Maintenance
*Business
Cabinetmaking
Cake Decorating
Carpentry
Chemical Techology
Child Care and Education
*Child Development
Civil Engineering
Commerical Art
*Communicative Disorder
*Computer Science
Construction Drafting
Cosmetology
Custom Apparel and Fashion Design
Data Processing
Dental Laboratory Technology
Design Technology
Diesel Mechanics
Dry Cleaning
Electro Mechanical Technology
Electrical Engineering Technology
*Elementary Education
*Engineering
*English
Farm Management
*Finance
Flower Arranging
Food and Home Management
*Geography
Graphic Arts
*Guidance
Health Occupations
*Health Science

Highway Technology
*History
*Home Economics
Horticulture
Hotel and Restaurant Cooking
Industrial Electronics
Industrial Hydraulics
Inhalation Therapy
*Journalism
Keypunch
Landscape Technology
*Liberal Studies
Library Technology
Machine Tool Processes
*Math
Meat Cutting
Mechanical Engineering Technology
Medical Laboratory Assistant
Mental Health Technician
Micro-Precision Instrumentation
Nurses Aide
Office Practice, General
Optical Technology
Orthotics and Prosthetics
Painting and Decorating
Petroleum Engineering Technology
Phototgraphy
*Physical Education
Plumbing
*Political Science
Poodle Groomer
Practical Nursing
*Psychology
*Recreation
Recreational Technology
Secretarial, General
Sheetmetal
Small Appliance Repair
Small Gas Engine Repair
*Sociology
*Special Education
Technical Illustration
*Theater
Tool and Die
Traffic Transportation
Truck Mechanics
Upholstery
Watchmaking
Welding

*These courses are Bachelor or Master degree level classes.

Some non-asterick courses are college transfer courses.

March 31, 1977

Five Year Projections (1978-1982)
For the Four Section 625 Core Programs

Following are the five year projections (1978-1982) for CSUN, Delgado College, Seattle Community College and St. Paul TVI that you requested in our meeting of January 26, 1977. These projections are minimum student capacity enrollments our respective institutions feel we can accommodate without compromising our present standards or quality levels. There is no doubt we can meet these minimum figures and exceed them if given the opportunity. The projections reflect the minimum number of students we expect to serve in the next five years. We have not included dollar projections, but will supply them at your request. We are hopeful that sufficient dollars will be available to these four Section 625 core programs so that the minimum student levels we have projected can be reached.

Chart I provides student enrollment numbers for the 1976-77 school year, applications for the 1977-78 school year and minimum capacity enrollment projected for the school years 1977-78, 1978-79, 1979-80, 1980-81, and 1981-82.

CHART I

Current Student Enrollment,
Applications for 1977-78,
Minimum Capacity Enrollment Projections for 1977-1982

	Student Enrollment 1976-77	Applications for 1977-78	Minimum Student Capacity 1977-78	78-79	79-80	80-81	81-82
CSUN	220	120	242	266	279	293	308
Delgado	97	220	100	115	132	152	175
Seattle	140	155	160	180	200	220	240
St. Paul	239	250	250	265	281	298	316
TOTALS	696	745	752	826	892	963	1039

It seems prudent to view future needs from historical perspective. Summary statements regarding funding patterns in the past for these four programs follow:

1.0 CSUN. For the time period 1964-1974, CSUN received funding from a variety of sources including private contributions, case service monies and a State Vocational Rehabilitation Staffing Facilities grant.

2.0 Delgado College. For the time period 1968-1973, Delgado College received $150,000 per year under joint funding from BEH and RSA. For the time period of June 1, 1973 - February 1976, Delgado College received no federal support.

3.0 Seattle Community College. For the time period 1969 - 1974, Seattle Community College received $150,000 per year under joint funding from BEH and RSA, except for the last year when RSA reduced by $8,000 their share of funding. For the time period June 1, 1974 - Dec. 31, 1974, Seattle Community College received $109,046 from BEH.

4.0 St. Paul Technical Vocational Institute. For the time period 1969 - 1974, St. Paul TVI received $150,000 per year under joint funding from BEH and RSA, except for the last year when RSA reduced by $8,000 their share of funding. For the time period June 1, 1974 - Dec. 31, 1974, St. Paul TVI received $80,178 from BEH.

Funding patterns for these four programs changed January 1, 1975, as a result of Section 625. Chart II shows funding patterns for 1975-77.

Chart II

Program	FY 75 Funding	FY 76 Funding	FY 77 Funding	Population Served
California State University at Northridge	$200,000	$318,205	$318,205	Deaf
Seattle Central Community College	175,000	250,000	250,000	Deaf
St. Paul Technical Vocational Institute	200,000	281,746	281,746	Deaf
Delgado College		218,606	218,606	Deaf
TOTAL	$575,000	$1,068,557	$1,068,557	

It is critical to note that prior to the establishment of NTID and the Regional Education Programs, deaf persons in America had essentially one educational choice for post-secondary education...Gallaudet College. This meant that less than ten per cent of Deaf Americans had the opportunity for post-secondary education.

In 1977, with the Regional Education Programs, NTID and Gallaudet College, at least several experts agree that 80-90% of qualified deaf secondary school graduates have the opportunity for post-secondary education. The Regional Education Programs are comprised of a technical vocational institute, a junior college, a community college and a university. The Regional Education Programs offer post-secondary education options and alternatives.

The Congress passed Section 625 in 1974 recognizing the multi-regional commitment of the Regional Education Programs. There is no funding mechanism other than the kind afforded by Section 625 that makes possible the continuance of Regional Education Programs.

The Regional Education approach to providing post-secondary education opportunities for deaf persons is the Supportive Service Model. The Supportive Service Model is comprised of special staff that functions within existing post-secondary institutions that historically served only hearing students. In brief, the Supportive Model is comprised of specially trained staff that offer the following kinds of services:

1. Preparatory Program/Orientation. This staff works with deaf students in well identified areas that prepare deaf students for integrated education on a competitive basis.
2. Counseling. The staff works with deaf students in areas including career counseling, personal adjustment, housing, relationships with vocational rehabilitation agencies, admissions, job placement and follow-up.

3. Interpreting. The majority of deaf students in Regional Education Programs are "regular" or integrated students. For example, at St. Paul TVI, on any given day there are typically 25-30 Preparatory students, and one hundred plus "regular" students. Regular students utilize interpreters. The number of deaf students studying as regular or integrated students is in direct ratio to the number of Interpreters available. The availability of interpreters is a critical variable to the total number of deaf students that can be served.
4. Note-taking. Note-takers are hearing persons who utilize specialized note-books and self-carbon paper for the purpose of providing deaf students with class note.
5. Auditory Training. Auditory training is provided for deaf students to optimize use of residual hearing, to assist with speech production and to optimize lip-reading capabilities.
6. Tutoring. Tutors provide one-to-one or small group specialized instruction to assist the deaf student(s) in maintaining the competitive pace of post-secondary education in a hearing environment.

There are other components to the Supportive Service Model. These include interpreter training components, specialized secretarial staff, specialized media, sign language instructors, extra-curricular activities programs, evaluation components, research, advisory committees, extension and/or continuing education programs and serving as an information center on deafness. It should be noted that integration of deaf students demands daily attention to the breaking down of attitudinal barriers.

Funding for Regional Education Programs is primarily for staff that provide the Supportive Service Model. Only a small percentage of funding is for attendant program costs of supplies, equipment, telephone, travel, and the like.

Since the inception, the Regional Education Programs have demonstrated controlled, orderly growth in relationship to the demand for services. Staff additions that have been made, have been made in direct relationship to student need and demand.

Emphasis has been on the quality of programs which is reflected in the ninety plus per cent success rate of deaf graduates gaining employment or continuing education opportunities. We are keenly aware of the concept of critical mass which dictates that student-staff ratios must be maintained in order to assure quality. Attention is paid to the cost-effectiveness of the Regional Education Programs. For the 1976-77 school year, in excess of 696 deaf students will have full access to these four campuses at a cost to the Federal Government of $1,068,557. Simple division of numbers of students served by the Federal dollar investment approximates $1,535 per student. This indeed is cost effective.

Efforts to improve cost effectiveness are an ongoing activity. The Regional Education Programs are further mindful of cost-effectiveness in terms of how many dollars deaf graduates return to society. Vice President Mondale visited St. Paul TVI when he was a member of the Senate. He read a statement we had prepared that indicated that the initial 225 deaf graduates had paid Federal income tax dollars on earnings that were $89,800 over and above the Federal funds that had been awarded to St. Paul TVI to provide training for deaf students. The Vice President observed that the $89,800 would increase geometrically with every passing year since the initial graduates continue to be employed and new graduates are joining the work force on a regular basis, thus increasing the tax-paying base.

The intent of the Regional Education Programs is to continue the controlled, orderly growth of the provision of post-secondary education for deaf persons. The Congress and the Bureau of Education for the Handicapped have provided leadership and funding that have created educational opportunity for deaf persons. The Regional Education Programs seek continuing support that will permit further controlled, orderly growth as reflected by students to be served in Chart I.

This statement has attempted to demonstrate several historical perspectives and to illustrate the cost-effectiveness of Regional Education Programs.

A five year student projection has been presented which reflects minimum capacity enrollments we feel we can serve in the next five years. Inherent in the projected numbers of anticipated students to be served are staff - student ratios that must be maintained to continue quality education.

In preparing the five year projections you requested, we have attempted to build in modest increases of students, as well as funding, over the next five years which will permit controlled and orderly growth in direct relationship to the demand for services.

The goals set forth are minimums. We can easily serve more if funds are available. The goals reflect a commitment to the basic ingredients of quality post-secondary education for deaf persons.

Testimony
Education of the Handicapped Act
Robert R. Lauritsen
St. Paul Technical Vocational Institute
April 25, 1977

Mr. Chairman. My name is Bob Lauritsen. I am Director of the Program for Deaf Students at the St. Paul Technical Vocational Institute (St. Paul TVI).

The four stipulated Regional Education Programs supported by Section 625 of the Education of the Handicapped Act are pleased to have this opportunity to present testimony in support of Extension of the Act.

The format for our testimony this morning is as follows:

1. Mr. Rod McDonald, deaf-blind adult, Senior Computer Programmer, U.S. Department of Labor, Washington, D.C. Graduate student at California State University at Northridge.
2. Dr. Larry Fleischer, deaf adult, Assistant Professor, Special Education, California State University at Northridge.
3. Bob Lauritsen, hearing son of deaf parents, Director, Program for Deaf Students, St. Paul TVI.
4. Mr. Bernie Ames, parent of two deaf sons, Mark and Mike, enrolled at St. Paul TVI. Fallston, Maryland, U.S. Department of Transportation.
5. Ms. Pam Ortman, hard of hearing, Secretary, St. Paul TVI, Graduate of St. Paul TVI, native of South Dakota.

We will attempt to keep our testimony brief in order to allow time for questions.

The history of Federally funded post-secondary education programs for deaf persons highlights the criticalness of Section 625. The history is:
1) Abraham Lincoln signed the charter for Gallaudet College in 1864, 2) the 89th Congress in 1965 passed P.L. 89-36 providing for the establishment of the National Technical Institute for the Deaf, and 3) Congressman Al Quie authored

Section 625 of the EHA in 1974. These three pieces of legislation are the only laws that specify training for deaf persons on a national or multi-regional basis.

The first point I would like to highlight is that Federal cooperation in supplying dollars and leadership is essential to the continuance and growth of the Regional Education Programs. At St. Paul TVI we have conducted a number of investigations that demonstrate that traditional.local, state and regional funding sources are not possible (see Appendix B of the written testimony). Simply stated, the State of Minnesota will not, nor should not, pay for the cost of educating a student from Pennsylvania. It should be noted that funding from Section 625 is the funding base for a pyramid of services for deaf persons. St. Paul TVI has a current BEH contract of $281,746. Additional monies in the amount of $301,260 have been secured for a total of $583,006, more than a doubling of financial resources. Without the base of Section 625 funding, these additional monies would not be possible.

The second factor I would like to highlight is that Regional Education Programs are cost-effective and profit-making. One year ago, then Senator Mondale, visited St. Paul TVI as a member of the Senate Subcommittee on the Handicapped. He read a statement we had prepared that indicated that our initial 225 deaf graduates had paid Federal Income tax dollars on earnings that were $89,800 over and above the federal funds that had been awarded to St. Paul TVI to provide training for deaf students. The Vice President observed that the $89,800 figure would increase geometrically with every passing year since the initial graduates continue to be employed and new graduates are joining the work force on a regular basis thus increasing the tax-paying base. Last week I recalculated this "profit" figure. The profit figure based on 383 graduates has now increased from $89,800 to $269,292.

Recently I spoke with a vocational rehabilitation supervisor from Illinois. This supervisor who has normal hearing, has a deaf son that graduated from St. Paul TVI in Carpentry. The son, Scott, has two accomplishments of interest. First, he has made his father a grandfather (a hearing grandson). Secondly, according to the father, Scott earns more than his father. Scott is employed as a Carpenter earning $9.50 an hour straight time. A 40 hour week, 52 week working year is 2080 hours. These hours at $9.50 an hour yield $19,760 annually. Overtime is extra. The standard Federal Income tax rate on $19,760 is $2,761. Let us assume that the excess cost for training is $1,535 per year. Scott's training program was two years, or $3,070. Scott will repay society the cost of his training in just over one year and one month.

Year-in, year-out deaf graduates from St. Paul TVI enjoy a 96 per cent success rate as measured by obtaining employment or continuing education. Scott's case is not an isolated case.

The third factor I would like to highlight is the increasing demand for post-secondary education for deaf persons. We feel that the acceptance and availability of post-secondary education for deaf persons is beginning to reach parity with hearing persons. Just ten years ago, less than ten per cent of deaf high school graduates had the opportunity for post-secondary education. An almost complete reversal seems to have taken place with 80-90 per cent of qualified deaf high school graduates seeking post-secondary education today. The Minnesota School for the Deaf will graduate 21 students this spring...19 of these 21 graduates are seeking post-secondary education. The day school program for deaf students in St. Paul will graduate 11 deaf students this spring with all graduates seeking post-secondary education. The Regional Education Programs continue to be growth programs. We have not peaked out in terms of students to be served.

On January 26, 1977, Dr. Edwin W. Martin, Bureau of Education for the Handicapped, asked the Section 625 core programs to present minimum student capacity projections for the five years 1978-82 to assist the Bureau of Education for the Handicapped in developing budgetary plans that would facilitate the attaining of these minimum student capacity projections. The response for Dr. Martin is being submitted as a part of this testimony.

In brief, the four programs will serve a total of 696 deaf students during the 1976-77 academic year. A yearly growth is projected that will reach a minimum student capacity of 1,039 students for the 1981-82 academic year, a 67 per cent growth rate. Again, these figures reflect minimum student capacities.

The Regional Education Programs have become a reality with the assistance of the Federal Government both in terms of leadership and financial support. The Regional Education Programs are cost-effective, profit-making and growth programs. The support of this Subcommittee has contributed immensely to the Regional Education Programs. We seek your continuing support.

TESTIMONY TO THE HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON SELECT EDUCATION

John Brademas, Chairman
April 25, 1977

Mr. Chairman: My name is Ronald H. LaFayette. I am employed by Seattle Community College as the coordinator of a Regional Education Program for Deaf Persons. I appreciate the opportunity to report to the committee on several aspects of progress the Regional Programs have accomplished in making the concept of equal access to post-secondary education a reality for over 2,500 deaf adults in America.

As you are well aware, society's low expectations of disabled persons often contributes to their own self-limiting aspirations, and is a common barrier in the attempt to provide them with educational opportunities. This is particularly evident when working in an integrated or "mainstream" environment as provided by the Regional Education Programs. With this perspective it is significant that deaf adults enrolled in the Regional Programs are presently attending classes in more academic and career education areas than ever before. Included in these are nearly one hundred courses of study preparing students for employment in a wide variety of vocations. As a result, many graduates are working in jobs held for the first time by a deaf person, in settings where a disabled adult has never been employed. It should be noted that over ninety percent of the graduates from Regional Programs have found employment in areas related to their preparation. This is a significant reversal in a trend of unemployment and underemployment of deaf persons.

This success fulfills a primary goal of Section 625 of your bill and a number of factors have contributed to it. The host institutions themselves have been important in that they provide a variety of curriculum and a stimulating educational atmosphere along with enthusiastic support. Educators, student peers and others in these schools not experienced in working with the deaf, are often our students greatest advocates. Through the encouragement, advice, teaching, and friendship, deaf students are helped to realize their potentials. Each Regional Program can site examples of a student succeeding as a result of this kind of help. However, the supportive services model developed by the Regional Programs and implemented by the deaf and hearing impaired professionals employed under this legislation makes access to these rich educational environments possible. Through the provision of interpreting, counseling, notetaking, and tutoring, deaf students who may never have had the opportunity, enter careers that match their interests, skills, and potential. The success of one graduate leads to the success of another. Each program represented here (California State University at Northridge, St. Paul Technical Vocational Institute, Delgado College, and Seattle Community College) has a history of competitively employed graduates. Presently each has a core of students enrolled who continue to try new things and whose success will stimulate others to do the same.

The supportive service model refined in the development of career educational opportunities has recently been extended to continuing education. The life-long learning requirements of the deaf for self improvement, special interests, job advancement and other educational goals have stimulated their interest in adult education offerings through a variety of community agencies and educational institutions. The potential participation of the deaf community as indicated by these initial efforts is significant. These adult education activities lend themselves well to the Regional Education Program concept and are consistant with the intent of the legislation.

The Regional Education Programs for the Deaf and Other Handicapped Persons have demonstrated the feasibility of integrating deaf persons into existing post-secondary institutions. Deaf adults with varying abilities and interests from every state have participated in these programs and subsequently found related employment. Continuing education programs are being initiated in response to the life long learning needs of these adults as well. The continued support of these programs is a commitment to the educational enrichment and competitive employment of deaf adults in our country. We ask your continued support.

Thank you.

TESTIMONY

Subcommittee on Select Education
Mr. John Brademas - Chairman

DELGADO COLLEGE
REGIONAL EDUCATION CENTER FOR THE DEAF
New Orleans, La.

Roy L. Pierce
Program Director
May 2, 1977

Since the Regional Education Center for the Deaf first opened its doors in 1968, students from 35 of the 50 states have been served. Sixty percent of these students have originated from outside the state of Louisiana. The continuing goal of the Regional Center is to provide supportive educational services for all young adult deaf to receive training for future employment or future education. This process is accomplished through vocational exploration and evaluation, academic and personal counseling and guidance, remedial instruction courses, individual tutoring, and integration into the hearing classroom.

I. THE CENTER'S PROGRAM HAS CLEARLY DEMONSTRATED THAT DEAF STUDENTS CAN SUCCESSFULLY FUNCTION IN A COMMUNITY COLLEGE WHEN GIVEN SUPPORTIVE SERVICES.

Academically, deaf students are performing on a competitive level with hearing students:

1. Total students served in 1976..........................97
2. Total students since inception of program.............338
3. Number of different majors............................33
4. Number of individual courses..........................330
5. Interpreting hours in 1976:
   Spring 1481.5 Summer 593.5 Fall 2291 Total 4366.0
6. Since 1968, the Center has served 338 students:
   24% have graduated, 36 with Associate Degree;
   23 with diploma; 21 with certificate.
   Total graduated: 80
7. Number of students who transferred to four-year programs since 1968.....................................41

II. DEAF AND HEARING-IMPAIRED GRADUATES WITH ONE-YEAR CERTIFICATES AND DIPLOMAS AND TWO-YEAR ASSOCIATE DEGREES ARE COMPETITIVELY EMPLOYED IN THEIR FIELDS OR FURTHERING THEIR EDUCATION:

Placement studies indicated that 95% are currently employed in their fields or continuing their chosen studies. Major areas of study have been Engineering Technology, Business Study, Occupational Trades, Education and Public Service, Allied Health and General Arts (College Transfer).

III. EDUCATION IN INTEGRATED CLASSES PROVIDES THE DEAF AND HEARING-IMPAIRED STUDENT A REALISTIC OPPORTUNITY TO INTEGRATE HIMSELF AND ASSESS HIS SKILLS IN A HEARING ENVIRONMENT. This provides a necessary transition step to the hearing community within which he must eventually work and live. Additionally, the deaf tend to enlarge their friendships and develop common understanding between the deaf and hearing students before entering employment.

Students have enrolled in 33 majors and over 330 different classes. Prior to 1976, students were only able to enter the program during the spring or fall semesters; beginning in 1977, students may now choose to enter in either the spring, summer, or fall.

IV. DEAF STUDENTS ATTENDING THE COMMUNITY COLLEGE REQUIRE NO MAJOR INVESTMENT IN NEW AND SPECIAL FACILITIES. At a fraction of the cost of segregated programs, deaf students attend regular classes with hearing students. All training facilities available to the hearing are equally accessible to the deaf and hearing-impaired.

It has been well documented by state Vocational Rehabilitation Services that this type of investment in dollars is more than repaid in the income taxes that deaf graduates now pay.

V. THE REGIONAL CENTER FOR THE DEAF HAS ACTED AS A CATALYST THAT RESULTED IN THE DEVELOPMENT OF OTHER PROGRAMS THAT SERVE THE DEAF AT DELGADO COLLEGE.

1. An Associate Degree program for the training of interpreters for the deaf, as well as a certificate for those interested in personal communication with the deaf has been in operation since fall, 1976.
2. A continuing education program for the older adult deaf, living in the greater New Orleans area, is presently being developed to incorporate training, retraining, and planned leisure time activities.

VI. ENROLLMENT PROJECTIONS:

Student enrollment	1976-77	97
	1977-78	100
	1978-79	115
	1979-80	130
	1980-81	152
	1981-82	175

VII. FEDERAL FUNDING FOR 1975 - 1977:

FY 75 funding - NONE
FY 76 funding - $218,606
FY 77 funding - $218,606

VIII. INCREASED FUNDING FOR 1978 UNDER SECTION 625.

The present operation of the Center's program has demonstrated the future need for continued full support services, as well as an increase in the number of deaf students served. Additional future directions include increased services to the adult deaf in the greater New Orleans area, the development of new training areas for the deaf, increased job placement services for both graduates and currently enrolled students, and an increase in the active recruitment of young adult deaf for constructive future orientation.

MAJOR AREAS OF STUDY

Fall, 1968 - Spring, 1973
Fall, 1974 - Fall, 1976

ENGINEERING TECHNOLOGY

Aerospace	(1)	(0)	1
Architectural Technology	(5)	(2)	7
Drafting	(12)	(5)	17
Electrical Engineering	(1)	(5)	6
Petroleum Engineering	(1)	(0)	1
Refriugeration	(1)	(1)	2

BUSINESS STUDIES

Business Administration	(9)	(5)	14
Clerical Studies	(13)	(11)	24
Co-op Mid. Management	(0)	(5)	5
Data Processing	(11)	(2)	13
Secretarial Studies	(4)	(6)	10

OCCUPATIONAL TRADES

Auto Body	(0)	(2)	2
Cabinet Making	(1)	(3)	4
Carpentry	(6)	(2)	8
Commercial Art	(8)	(5)	13
Electrical Construction	(2)	(1)	3
Food Technology	(3)	(3)	6
Graphic Arts	(5)	(9)	14
Horticulture	(1)	(0)	1
Machinist	(2)	(1)	3
Motor Vehicle	(3)	(2)	5
Painting & Decorating	(1)	(3)	4
Plumbing	(10)	(3)	13
Welding	(1)	(3)	4

EDUCATION AND PUBLIC SERVICE

Early Child Development	(1)	(2)	3
Library Science	(1)	(0)	1

ALLIED HEALTH

Orthotics & Prosthetics	(7)	(2)	9

GENERAL ARTS

College Transfer	(3)	(8)	11

VOCATIONAL INTEREST ON APPLICATION

Fall, 1968 - Spring, 1973
Fall, 1974 - Fall, 1976

Accountant	(2)	(0)	2	I.B.M.	(7)	(1)	8
Architectural Engineering	(2)	(0)	1	I.B.M. Programmer	(1)	(0)	1
Arts and Crafts	(3)	(0)	1	Interior Decorating	(1)	(0)	1
Auto Mechanics	(2)	(0)	2	Key Punch	(6)	(7)	13
Barber	(1)	(0)	1	Mechanical Engineering	(1)	(3)	4
Bookkeeping	(1)	(0)	1	Metal Shop	(2)	(0)	2
Business	(13)	(7)	20	Orthotics & Prosthetics	(1)	(3)	4
Carpentry	(9)	(8)	17	Photography	(4)	(7)	11
Ceramics	(1)	(0)	1	Physical Education	(1)	(1)	2
Civil Engineering	(1)	(0)	1	Plumbing	(3)	(0)	3
Clerical Studies	(15)	(6)	21	Post Office	(1)	(0)	1
Commercial Art	(7)	(5)	12	Refridgeration & Heating	(2)	(0)	2
Counselor	(1)	(0)	1	Science	(1)	(0)	1
Computers	(1)	(0)	1	Secretarial Studies	(0)	(12)	12
Data Processing	(3)	(7)	10	Sewing	(3)	(0)	3
Drafting	(15)	(8)	23	Shoe Repair	(1)	(0)	1
Electronic Technology	(3)	(1)	4	Tailor	(1)	(0)	1
Engineering	(1)	(0)	1	Typing	(7)	(0)	7
Engraving	(1)	(0)	1	T.V. Repair	(1)	(0)	1
Fine Arts	(1)	(7)	8	Welding	(4)	(0)	4
Food Technology	(1)	(7)	8	Woodwork	(3)	(0)	3
Graphic Arts	(29)	(18)	47	Other or None	(32)	(12)	45
Home Economics	(1)	(0)	1				

OCCUPATIONAL OUTLOOK HANDBOOK

1976-77 Edition
U.S. Dept. of Labor
Bureau of Labor Statistics

MAJOR FACTORS FOR GROWTH

1) population growth
2) increasing urbanization
3) rising incomes and living standards

PERCENTAGE CHANGE PROJECTED THROUGH THE MID-1980'S FOR EMPLOYMENT

Services	+50%
Government	+35%
Finance, Insurance, & Real Estate	+35%
Contract Construction	+28%
Trade	+19%
Mining	+11%
Manufacturing	+10%
Transportation & Public Utilities	+9%
Agriculture	-32%

OCCUPATIONAL OUTLOOK HANDBOOK

1976-77 Edition
U.S. Dept. of Labor
Bureau of Labor Statistics

	WHERE PEOPLE WORK		WHERE DEAF PEOPLE WORK
Manufacturing			
durable goods	12 million	(14%)	16.4%
non-durable	8	(9%)	29.4%
Trade			
retail	13	(15%)	10.2%
wholesale	4	(4.7%)	3.7%
Government			
state & local	12.5	(14.6%)	6.3%
federal	4.5	(5.2%)	
Services	13.5	(15.8%)	28.0%
Transportation & Utilities	4.6	(5.4%)	2.0%
Finance, Insurance, & Real Estate	4.3	(5%)	3.4%
Contract Construction	4.2	(4.9%)	2.5%
Agriculture	4	(4.7%)	2.1
Mining	.8	(.009%)	.3

STATEMENTS OF ROY L. PIERCE, PROGRAM DIRECTOR, PROGRAM FOR THE DEAF, NEW ORLEANS, LA.; RON LaFAYETTE, COORDINATOR, SEATTLE COMMUNITY COLLEGE, PROGRAM FOR THE DEAF, SEATTLE, WASH.; ROBERT LAURITSEN, ST. PAUL TECHNICAL AND VOCATIONAL INSTITUTE, ST. PAUL, MINN.; AND RAY L. JONES, DIRECTOR, CALIFORNIA STATE UNIVERSITY AT NORTHRIDGE, CENTER ON DEAFNESS, NORTHRIDGE, CALIF.

Mr. LAURITSEN. Mr. Chairman, my name is Bob Lauritsen. I am director of the Program for Deaf Students at the St. Paul Technical and Vocational Institute. We have changed our format just a little bit, and we trust that it will be all right with you.

We are going to lead off our testimony today with a deaf-blind adult, Mr. Rod McDonald, who is a senior computer programer, U.S. Department of Labor here in Washington, D.C. and he is also a graduate student at California State University at Northridge.

Mr. McDonald?

Mr. McDONALD. In 1961, I enrolled in St. Anselm's College in Manchester, N.H., where I had planned to major in mathematics. Because I could not get math books in braille, I had to change my major. I eventually settled on philosophy because only one book was required for each class, and at my parents' expense I could usually get the books transcribed into braille in time for class.

Since I could not hear the lectures, I did not attend classes. An interpreter was something I had never heard of at this time. I simply read the books, took the exams, and was happy to be able to pass. I graduated from college with a C+ grade point average. I was satisfied with this because I felt I had done the best I could under the circumstances.

Although I had a college degree, the only job my rehabilitation counselor could find for me was sorting nails in a Good Will Industries sheltered workshop. I lasted about 6 weeks, then decided I wanted a little more out of life than that. I went to a computer programing school, then finally landed my present position at the Department of Labor.

For the past 6 years I have worked for the Department of Labor here in Washington. I am now a senior computer programer.

I have always had a deep concern for people and hoped to combine this with my aptitude for computer work by specializing in the training of other people, in particular the handicapped, as programers.

With this in mind, I sought entrance into graduate school. I knew of only two schools which might be interested in accepting me as a graduate student, Gallaudet College and the California State University at Northridge.

I applied to both. I was accepted for one course at Gallaudet, but only on the condition that I provide my own interpreter and the required course materials in braille.

Since I could not get any of these materials in braille in time, I had to withdraw from the course.

In January of 1976, I enrolled at Northridge where they offered full support services for me. I have never worked so hard as I did during these 8 months at Northridge. Sometimes I had in excess of 40 hours a week, plus up to 8 hours of homework at night. This was difficult, because I had to get information through a manual communication method with which I was still not fully expert.

Yet, I got an A in every class, on every paper, on every examination. My C+ grade point average as an undergraduate became an A grade point average as a graduate student.

This was made possible by the support services provided by Northridge. I had two interpreters in each class in addition to a note taker. Notes were later transcribed into braille as were other required course materials. This was my first chance to compete with other students on a near-equal basis, and the elation I felt at this opportunity, the fierce pride I felt in succeeding are emotions I cannot describe accurately in words.

I have talked to many deaf and deaf-blind students and know their feelings of frustration, even of despair, when they know they can succeed but when the opportunity and support are not provided.

It is most probable that we would never had had a Helen Keller if she had not had an Anne Sullivan to provide the support services that she needed. There exists today, more than ever before, a need for adequate funding of regional education programs to provide this type of support services.

Unfortunately, it costs a lot of money to support deaf and deaf-blind students. Mr. Chairman, with your help and the help of this committee, these services will be provided for us.

Thank you.

Mr. BRADEMAS. Thank you very much, sir. That is a most impressive account, and I may say that to hear that kind of a statement I am sure moves all of us on this subcommittee to a greater appeciation for the opportunity that we have to work on programs like this.

Go ahead, sir.

Mr. LAURITSEN. Speaking next, Mr. Chairman, will be Dr. Larry Flischer who is a deaf adult and an assistant professor at the Special Education Department at the California State University at Northridge.

Dr. Flischer will sign his delivery, and Virginia Hughes, supervisor of interpreters at Northridge, will be his voice.

[The following testimony was had through an interpreter.]

Mr. FLISCHER. Good morning, gentlemen. I was born deaf to deaf parents on October 11, 1945 in Huntington, N.Y. My childhood deafness? Well, nothing happened of eventfulness because of my parents' acceptance and understanding.

I was educated at the Lexington School for the Deaf in New York City and the New York School for the Deaf in White Plains.

I got my B.A. degree in math from Gallaudet College. Just before my graduation from Gallaudet College, I applied to the graduate teacher training at Gallaudet College, but I was not considered eligible. However, I was hired as an instructor in mathematics at Gallaudet.

After several years of teaching, I decided to apply again, but I was not eligible, so without an advanced degree or a credential, there was little opportunity for me to advance in higher education. So I began to search for graduate centers to upgrade myself.

I decided to apply at CSUN because it was one of the few teacher training centers that accepted congenitally deaf people like myself. So I was accepted and, with the help of interpreters, really, well, it was a big surprise—I did get a master's degree and a teaching credential with a GPA of 3.9.

I came to Northridge. That was possibly the best thing that ever happened to me. It was the first time that I sat in class with hearing students, right there. I came to realize that I was no different from others, and that realization changed my outlook for the entire world and I was capable and I did have potential.

I must credit Northridge for putting deaf persons on an equal footing with hearing. Now, this happened because of support services provided, first interpreters and note takers, counselors, tutors.

I know many more deaf people would have succeeded like I if they were given the opportunity. So I pursued all that CSUN had to offer to meet my needs, and I earned my second master's degree in educational administration.

At the completion of my second master's I was offered an assistant professorship in special ed at CSUN and I was elated and I accepted it because it was a new challenge and I was going to teach both hearing and deaf students.

I do need sign language interpreters to be a successful teacher because I do not have, really, understandable speech. You can see one here this morning. She will say what I sign. That is the way everybody understands me.

So last year, I was a recipient of the Distinguished Teacher's Award in recognition of teaching excellence. I serve on the usual university committee: For example, I am a member of the university's affirmative action equal opportunity employment. An interpreter goes to meet with me at every meeting so that I can have full participation.

I depend on an interpreter in pursuing my doctoral studies at BYU where, in 1975, I earned my doctorate in educational administration. Now, without interpreters I would be in a deadend job with no advancement—well, not much hope for advancement—and with limited financial security.

I doubt if I would have a master's degree. I doubt it. Certainly I would not have a doctoral.

I have a deaf daughter. I want to have her to have freedom of choice. I want her to have success, like my wife and I have. I want her to have the very best.

I am certain that she will need interpreting services to appreciate the best. I am deeply concerned with the decision of the EH to hold Northridge to the same level of funding in 1977 as in 1976, and I am asking you to substantially increase the funding so that deaf students, deaf teachers, can have sufficient interpreting services, and the other support services, to achieve in an integrated situation.

Please do not put limits on any deaf person. Please act to see that regional postsecondary programs under section 625 of ESEA, Elementary and Secondary Educational Act, receive substantial increases in funding in 1978 and thereafter.

I would be very happy to react to your comments and questions.

Thank you.

Mr. **Brademas.** Thank you very much, indeed, Dr. Flischer. I would only remark to you, sir, what I said to Mr. McDonald a moment ago after having heard his testimony, how immensely impressive has been the achievement of each of you, and how much—what we have observed and learned from you here this morning causes us gratification at the opportunity to have worked on this legislation. I know that I can speak for my colleagues when I say that.

Mr. **Quie.** You sure do, John. In my nearly 20 years here, I have never been more impressed in our committee room than I have been by these two gentlemen. I just want to thank them.

Mr. **Lauritsen.** Mr. Chairman, we believe in parent power. Parents are a very important part of our program, and we are very pleased to have Mr. Bernie Ames who is the parent of two sons, Mark and Mike. Both of his sons are enrolled at St. Paul TVI.

Mr. Ames lives in Falston, Md., and is employed by the U.S. Department of Transportation.

Mr. Bernie Ames.

Mr. **Ames.** Mr. Chairman, gentlemen, my name is Bernie Ames. I do not have any fancy figures to show at you, no fancy philosophies. I was asked to come here merely because I am a parent who has two deaf sons taking vocational educational training at the St. Paul Technical and Vocational Institute, St. Paul, Minn.

Both these boys now are doing very well and they both expect to graduate in June. They will graduate this June, hopefully, one as a sheetmetal worker and welder and the other as an architectural draftsman. I hope that by this time next year both of these boys will be working hard and most of my problems, at least in the early part of April, will be in helping them fill out their income tax form.

Overall, I have four children. Mark and Mike, the oldest were born deaf. Each began his schooling at about the age of 4.

For a number of years, even before that, we tried to teach them ourselves using the correspondence courses from the John Tracy Clinic. It has been a real struggle.

When Mark reached the age of 4, the age when he could get some formal schooling, we were caught up in a controversy among deaf educators. This controversy centered on the proper way to teach a deaf child.

On the one side were the oralists who believed any deaf child could be taught to speak and to read lips and they completely abhorred sign language. On the other side were those who believed in the total education concept. This involved lip reading, sign language, signs, shrugs, body movements, any mechanism whatsoever that would get the message across.

Although Mark had already been accepted for the State School for the Deaf, which is a residential school, and they did use sign language, there were some prominent professionals who suggested that I move to the big city which had an oral school. Here the boys could be taught to speak, they would return home every day, they would have a normal home life, and it was even suggested to me that I may be faulting my responsibility as a parent if I sent them away to some school.

So we moved to the city, got them in this oralists school, and this, as far as I am concerned, turned out to be the biggest mistake we ever made as far as our boys were concerned.

For years, 10 to 11, I suppose, my wife and I each spent several hours each night with one boy each trying to help them with their homework, trying to teach them how to speak. Our other two children were neglected.

The only benefit that they derived was a good educational background by listening to us trying to teach the other boys.

When these boys were an age equivalent to seventh grade their IQ's and reading levels were tested by professionals. They had remarkably high IQ's, but they read at about the second grade level. This was after 9 and 10 years respectively in the oralist school. We even hired tutors at great expense, to try to improve their reading. This did not work.

We finally managed to get them enrolled in a residential Maryland school for the deaf where they did extremely well. Unfortunately, the time they had spent in the other school was almost a total waste, as far as I am concerned.

Even more unfortunately, the Frederick residential school could not make up the deficit completely.

After graduating from Frederick, Mark wanted to go to Gallaudet College and Mike wanted to go to NTIB in Rochester, but despite their very high IQ's, they could not read well enough to pass the entrance tests, so this left us very few options for post-high school level educations.

Now, Maryland has a relatively new vocational rehabilitation center, and both boys spent some time there, but at that time, it was a relatively new facility, it did not have a very extensive range of courses, and the courses were somewhat limited in scope. Now, this was 3 years ago and I do not know their current status.

The counselors at the Maryland Vocational Rehabilitation Department decided that Mark and Mike were capable of greater things than could be provided at that time by the Maryland Rehabilitation Center, which was geared to all types of handicaps, and they recommended that we send the boys to the St. Paul Technical and Vocational Institute. This, we did, and we are happy that such a training facility exists.

In addition to getting a normal academic training, they were required to fly out there and back on their own, arrange for their own apartments, take care of paying their own bills, do their own shopping, arrange for their own checking accounts, and in all of this, they received a well-rounded education, more so than just in what they were learning out there.

Now, while I personally would have liked them to get college degrees, the early problems I faced as a parent prevented this. But thank God for the technical and vocational institute and other like programs across the country. I do not know what we would have done without them.

Thank you very much.

Mr. BRADEMAS. Thank you very much, sir. That is also a most impressive account.

The Chair apologizes, but he has to go to a meeting with the Speaker and is going to ask Mr. Kildee of Michigan to take the Chair. The Chair also expresses his apologies, not only to the witnesses here, but to Mr. Kurzweil of Cambridge, Mass., but I have had an opportunity to see the operation of the machine for the blind which Mr. Kurzwell has produced.

Again, I want to thank all of you for having come today and call Mr. Kildee to the chair.

Mr. KILDEE. I have just one observation. For all of my life I have lived about 1 mile from the Michigan School for the Deaf which many of you are familiar with, and they went through the full circle of oralism to total communication themselves. I can recall at one time the students would be punished if they signed, but they signed anyway. They had what they called slang sign, they made up their own signing, and even though the school had been committed to oralism, they could not really stop the students from signing, because it is an obvious means of communication.

So very often, teachers do learn from students.

I know it is still a controversy. I will talk to some parents who just do not want to admit that oralism is not possible for their child, and I can understand that, I really can, because I have talked to them. But I personally, not being an expert in deaf education, but having observed it, feel that total communication is a more realistic way of dealing with the education and communication problems of the deaf.

But they have come full circle at the Michigan School for the Deaf now, and total communication is the philosophy being used there now.

I have had a personal interest in all education for the handicapped, particularly for MSD, inasmuch as I was raised in the shadows of its towers all my life and still live in that same neighborhood.

Now, your panel is still continuing, right?

Mr. LAURITSEN. Yes.

Mr. KILDEE. Go ahead and follow along.

Mr. LAURITSEN. All right, I will follow, but I would interject that we have correspondence both by telephone and in person and by letter with your Michigan situation with the Gilmore family of Kalamazoo, who are some of your leaders in your State.

Mr. KILDEE. Very good.

Mr. LAURITSEN. And Liz, the daughter, was a student of ours at St. Paul.

I just want to highlight a few factors, very briefly.

The history of federally funded postsecondary education programs for deaf students highlights the critical nature of section 625. The history can be stated very briefly.

Abraham Lincoln signed the charter for Gallaudet College in 1864. The 89th Congress in 1965 passed Public Law 89–36, providing for the establishment of the National Technical Institute for the Deaf and Congressman Al Quie, in 1974, authorized section 625 of the EHA, and to our knowledge, these are the only two pieces of legislation that provide access for deaf persons on a national or multiregional basis at the postsecondary level.

So we do feel this is very critical legislation for us.

The first point I would like to highlight, again, is that Federal cooperation in supplying dollars and leadership is essential. We have conducted a number of investigations that demonstrate that traditional local State and regional funding sources are not possible. Simply stated, the State of Minnesota will not provide for the cost of educating a student from Pennsylvania, or Michigan, or wherever.

We will provide the cost for our own students, but we cannot provide the costs for educating students from other States.

I also think it is of interest that the section 625 funding provides a base of funding for a pyramid of services. St. Paul TVI has a current DVH contract of $281,746. We have secured additional moneys in the amount of $301,260, more than a doubling of financial resources. We could not have done that had we not had the section 625 base to begin with.

The second factor that I would like to highlight is that regional educational programs are cost-effective, and perhaps even profit-making. One year ago, then Senator Mondale visited St. Paul TVI as a member of the Senate Subcommittee on the Handicapped.

He read a statement that we had prepared that indicated our initial deaf graduates had paid Federal income tax dollars on earnings that were $89,800 over and above the Federal funds that had been awarded to us to provide the initial training.

The Vice President observed that that $89,800 figure would increase geometrically with every passing year, since the former graduates will continue to be working and new graduates are joining that work force every year.

Just last week, I recalculated this profit figure. The profit figure, based on 383 graduates, now has increased from $89,800 to $269,292 and again we feel that that figure will continue to go up.

Recently, I spoke with a vocational rehabilitation supervisor from Illinois. This supervisor, who has normal hearing, has a deaf son who graduated from St. Paul TVI in carpentry. That son, Scott, has two accomplishments of interest. First, he has made his father a grandfather with a hearing grandson; and second, according to the father, Scott earns more than his father.

Scott is employed as a carpenter earning $9.50 an hour. A 40-hour week, 52-week working year is 2,080 hours. These hours, at $9.50 an hour, yield $19,760 per year, with overtime being extra.

I checked the standard Federal income tax on that income and it is $2,761 and we have a figure that indicates that the cost of training deaf students in our regional educational programs is $1,535 per year.

Scott's training program takes 2 years, or costs, in excess costs, $3,070. Using standard tax tables, Scott will repay the cost of his training in 1 year, 1 month and a few days.

Year in, year out, graduates from the regional educational programs do enjoy a 90 percent-plus success rate, either in obtaining employment or in continuing education, so Scott's case is not an isolated case.

The third factor we would like to highlight is the increasing demand for postsecondary education for deaf persons. We feel that the acceptance and availability of postsecondary education for deaf persons is just now beginning to reach parity with hearing persons.

Just 10 years ago, just 10 years ago, less than 10 percent of deaf high school graduates had the opportunity for postsecondary education. An almost complete reversal has taken place, with about 80 to 90 percent of qualified deaf high school graduates now having the opportunity for postsecondary education.

In Minnesota, our residential school will graduate 21 deaf students this year. Nineteen of these will be seeking postsecondary education.

Our day school program in St. Paul will graduate 11 deaf students this year, with all students seeking postsecondary education. This would not have happened 10 years ago. It would not have happened without section 625.

In January of this year, Dr. Martin of BEH asked the section 625 core programs to present minimum student capacity projections for the next 5 years, 1978 to 1982, to assist the Bureau in developing bugetary plans that would facilitate the attaining of these minimum student capacity projections.

The response for Dr. Martin, I believe, is in front of you. Just in brief, the four programs this current year will serve 696 deaf students. We anticipate a yearly growth, so that by 1981 and 1982 we will be serving a minimum student capacity of 1,039 students.

So thanks to this committee, to Mr. Quie and others, the regional education programs have become a reality. We do believe that we are cost-effective. We do believe that we return your investment in our students back to society and we know that we can be growth programs.

So we do appreciate your support.

Mr. KILDEE. Is the panel completed now?

Mr. LAURITSEN. We have one more item we would like to do. We feel that one of the very important tasks that we have to do in the regional education programs is to create public awareness, and we have had an opportunity, and still do this morning, to see the beauty of sign language. Sign language can be even more beautiful when done to appropriate music. Pam Ortman is with us from South Dakota, a native of South Dakota and a graduate of St. Paul TVI, our secretary—one of our secretaries at St. Paul TVI, and she has a song that she would like to sign for you in sign language, and the song is entitled, "I Hear Your Hand."

"I Hear Your Hand" was written by a hearing parent, Mary Jane Rhodes, of a deaf son, and it happens to be a song that, if you watch late-night television, the CBS spots, you might just see this song, but we thought it would be appropriate to close this part of our testimony with Pam signing that song for you.

Mr. KILDEE. I think it would be very appropriate. Please proceed.

[The song was signed.]

Mr. KILDEE. Thank you very much.

Mr. Jeffords, do you have any questions?

Mr. LAURITSEN. May I make a comment, Mr. Chairman?

Mr. KILDEE. Please do.

Mr. LAURITSEN. Pam has an "I Love You" pin on which was given to her by our staff because she was such a top flight secretary.

Mr. KILDEE. Let me tell you a story—you signed an "I Love You." I know some signing, very little signing, but the day that I learned "I love you," I gave a talk at Michigan School for the Deaf, and I got my hand turned around the wrong way and gave—yes, that is what I gave. The whole audience roared—laughed with me, I am sure, rather than at me, but I concluded my speech with that.

But also, some of the other signing I know is that in Flint, being the center of the Michigan School for the Deaf, there is a larger number of deaf people, percentagewise, than other cities of its size, and so when I go door to door campaigning and ring a doorbell and see a light go on inside I know immediately there is someone deaf in that family. Most of the deaf community knows me, and so when they come to the door, they look at me and they give that sign, and so I feel very happy at that point.

Mr. Jeffords?

Mr. JEFFORDS. I again want to thank all of the panelists for very vividly demonstrating to us why we are and should be working so hard in this area. I really appreciate your participation. It is extremely helpful to us.

I think your testimony has been not only extremely informative, but certainly inspirational and edifying, and the Congress, just like anybody else, has to have something that reaches its head and its heart, and I think we have to have our head right and our heart right to provide programs that are meaningful to people, and I think this panel this morning has reached both the head and the heart of this committee, and I thank you very much for us.

Mr. LAURITSEN. Thank you.

Mr. KILDEE. Next we have Ray Kurzweil, president of Kurzweil Computer Products, Inc. of Cambridge, Mass., with Barry Unger, the executive vice president.

We welcome you here this morning. Modern technology has greatly assisted education and we are interested in observing what it can do.

You may begin, gentlemen.

STATEMENT OF RAY KURZWEIL, PRESIDENT, KURZWEIL COMPUTER PRODUCTS, INC., CAMBRIDGE, MASS., ACCOMPANIED BY BARRY UNGER, EXECUTIVE VICE PRESIDENT

Mr. KURZWEIL. Thank you very much, Mr. Chairman. My name is Ray Kurzweil and cotestifying with me here this morning is Barry Unger. Let me just start out by saying that we enjoyed the previous testimony very much. It was very informative.

Interest in our efforts by Members of Congress, including this subcommittee, has meant much to us and we are therefore pleased to be here this morning and to speak at this hearing. In view of time, I will cut short my testimony a little bit. I want to speak briefly about the spoken output reading machine that we have developed. We would also like to address the role of government funding in evaluation and improvement of the machine and in its dissemination to blind and visually handicapped people in this country.

In Barry Unger's talk, he will show a short videotape showing a blind student at Perkins demonstrating the machine.

I will describe the reading machine and focus particularly on our recent experience at field sites and our current research goals. Barry Unger will then describe the programs that have been set up to test and improve the machine.

The Kurzweil reading machine converts ordinary printed materials, such as books, magazines, letters, and reports rapidly into spoken English at approximately 160 words per minute.

The system reads most common styles and sizes of type, handles many forms of print degradation, and thus allows blind and visually handicapped persons to read ordinary printed material rapidly and with minimal training required and without fatigue.

The user operates the device by placing printed material face down on the glass plate which forms the top surface of the scanning unit. He then presses the page button on a control panel to activate the reading process.

A specially designed scanning system that we developed scans the page and transmits the image in electronic form to an image-enhancement system. This system increases the contrast found on the page and brings out particular features that improve the recognition process.

This circuit has enabled the machine to read certain color combinations and other print problems which would otherwise be unreadable. The enhanced image is then transmitted to a computer which contains unique programs that we developed, separates the image into character forms, recognize the letters on the page, group the letters into words, and compute the pronunciation of each word.

Pronunciation is accomplished through the use of over 1,000 linguistic rules. In order to get the machine to work, we had to add 2,000 exceptions to the rules, principally because English is the most difficult language in that regard.

A new feature that we have been developing and expect to make available in the near future is a module for computing a relatively natural stress and cadence, using a complex set of sentence, parsing, and syllabification rules.

It is commonly thought that synthetic speech is the most difficult part of the development of a print to speech device, that a full-word speech reading machine for the blind is basically a synthetic speech project. This is probably a result of the fact that over the past 25 years, the prospect of a speech reading machine for the blind has been discussed primarily by researchers in the synthetic speech field.

Well, development of the reading machine did require considerable development in the speech area. The most difficult part of the research and development that we have conducted over the past 10 years has been in the area of the recognition of printed characters.

Printer material differs tremendously in a wide range of specifications, including well over 150 different types of fonts, different types of printing processes, different paper, ink and print qualities, and a wide range of types of printing errors.

Dealing with all of these vagaries of print was by far the biggest challenge in the technical development of the machine.

An important feature of the reading machine is its user controls. For everyone, sighted or blind, reading is properly an active rather than a passive process. One rereads interesting or difficult passages, pauses at unfamiliar words, skims the page to find material of particular interest and so on.

The Kurzweil reading machine is operated by the user with a set of 33 keyboard mounted buttons to allow the user to effortlessly make these choices. We have currently under development techniques to further expand this capability.

We have a major development underway aimed at reducing the size and cost of the machine and improving its performance by using integrated circuit technology. We are designing a special computer optimized for the reading machine application and are also working on a new speech synthesizer which will provide a more natural speech quality.

We have nearly completed the design of a second model which will be smaller, faster, and less expensive than the current model.

The goal of the project is to provide a portable, high-performance reading machine that individual blind persons can afford within the next 2 to 4 years. A study completed last spring with students from the Perkins School for the Blind by Professor Martin Wideman of Columbia University has found that within a few hours of exposure to the machine, blind students are able to understand the machine's synthetic voice about as well as natural speech.

More extensive data that we are now receiving from installed sites at Perkins, in the Boston school system, in the Iowa Commission for the Blind, at the West Virginia Rehabilitation Center, the Massachusetts Commission for the Blind, corroborates this initial finding.

In a program begun last November at Perkins, students were able to comprehend the synthetic speech about as well as human speech after 3 hours, were able to read rapidly and use the control keys at a sophisticated level after about 10 hours of instruction.

Another particularly enjoyable program with children is being conducted at the Beethoven School in the Boston school system with second and third graders. These young blind students have been able to master the machine's voice very rapidly.

One of the first books read by the children was a book by E. B. White called "Stuart Little," about a little mouse. After about only 1 hour of exposure to the machine and having read the book for the first time, the children were able to answer correctly that Stuart as a baby was weighed by his parents on a postage scale and gained only one-third of an ounce in a month.

On that note, I will end my presentation. I would like to introduce Barry Unger who will discuss the involvement of government and consumers in our efforts to improve the machine.

Mr. **Unger.** Thank you, Ray.

I would like to begin by showing a short videotape taken by a local TV station in the Boston area of a student at Perkins demonstrating some of the machine's control buttons and discussing his experience with the machine.

[A movie is shown.]

Mr. **Unger.** Incidentally, Perkins was our first site and was sponsored by the Bureau of Education for the Handicapped.

We would also like to show you some comments by the directors of the first two Bureau-sponsored sites, the Perkins School and the Boston School Department of Visual Resources.

[A movie is shown.]

Mr. **Unger.** I would just like to say again that the two people interviewed on the previous tapes were the directors of the first two sites under the program sponsored by the Bureau.

Our principal objective right now, after the development of the machine, is to continue placing reading machines in the field so that they can be used by blind children and adults and then systematically collect their reactions and suggestions and then improve the reading machine on the basis of this feedback.

As Ray mentioned, 5 machines have been placed in the field, and 10 additional units will be placed shortly.

While the initial development of the reading machine has been completed, further improvements are possible. Reading is a complex activity. Print specifications differ significantly among printed documents, as Ray noted.

The purpose of reading may also vary, ranging from skimming to intensive study. Broad user experience in the field will enable us to optimize the machine's ability to handle the largest possible diversity of reading situations.

To guide this continuing refinement, feedback is currently being collected under several programs which we have included in our written testimony. I would like to discuss, however, two of these programs as they relate to this subcommittee.

The first, our evaluation and demonstration program with the Bureau of Education for the Handicapped, which Perkins and the Boston schools are proud of, is testing out the reading machine with both elementary and secondary school blind children. Under this program, data is being collected at several sites regarding the machine's performance on different type specifications, such as type style, print, format, paper and binding and regarding factors facilitating ease of operations, such as user controls, physical configuration of the machine, and efficient maintenance.

During the next year, an attempt will also be made to measure educational impact of the machine, specifically on students, teachers, sites, curriculum, and opportunities for mainstreaming, or education in the least restrictive environment, and an individualization of education.

We want to learn how the machine fits into existing educational programs for blind children. We also want to learn what additional new skills have to be taught as a result of the opportunities that the machine opens up. For example, now that blind children can rapidly read ordinary printed materials, new skills in using regular ink print libraries and bookstores may need to be taught to accommodate their expanding reading interests.

The Bureau and its director, Dr. Edwin Martin, have been very supportive of our work and have taken a leadership role in the entire prosthetics field by recognizing, both with our project and with others, the critical need to move devices which have demonstrated their value in the education or rehabilitation of the handicapped out of the laboratory and into the field.

The second program we would like to mention is the consumer-based formative evaluation of the reading machine that we at the National Federation of the Blind have organized in collaboration. Social scientists have emphasized that lack of understanding of the perspectives of others can inhibit our efforts to solve problems. It is essential, therefore, in our opinion, that potential consumers of new products be involved in the development and refinement of these products.

The National Federation for the Blind has, for the last 3 years, advised the company on the development of the machine. As part of the current study, Mr. Chairman, the federation is placing six reading machines in a variety of user situations, for example, in the office of a blind executive, a lawyer, an engineer or a scientist, or in a library for college students.

On the basis of the suggestions that result, the federation is providing guidance on ways in which the machine can be made more responsive to the needs of blind readers through such things as additional reader controls and improved visual configuration.

Initial testing under this program began several months ago and consumer feedback has already led to many valuable improvements to the machine. For example, the federation stressed the importance of reading Xerox copies in a work situation.

As a result of this suggestion, a contrast enhancement feature was implemented to handle photocopies.

Other examples include the new italics capability and the improved handling of columnated page format, such as is found in magazines.

The federation's testing program, incidentally, has been designed and implemented by its own blind scientists, engineers, and teachers.

Now, with respect to the extensions of the Education to the Handicapped Act that you are considering, we would like to emphasize that such programs should involve the input of consumers, especially organized consumer groups. We would like to stress the importance of the attitude of Government agencies in addition to the language of the laws they administer.

Dr. Martin and others in the Bureau have early and consistently urged us and supported our efforts to get the input, the requests and the advice of the full range of people who are affected by the reading machine and the educational and vocational possibilities that it opens up.

This includes the National Federation of the Blind Human Engineering Consumer Study with blind people of varying ages, vocations, and interests that we have talked about. It also includes, as a different sort of consumer, the involvement of parents, teachers, and others, all of whom have legitimate and valuable input to give—as you have seen from testimony earlier this morning—in the evaluation and dissemination efforts which are sponsored by the Bureau.

In conclusion, Mr. Chairman, we would like to underscore the key role of the Federal Government in cooperation with scientists, educators, and consumers in the development and dissemination of new technology for the education of the handicapped.

[Prepared statements of Raymond Kurzweil and Barry Unger follow:]

THE KURZWEIL READING MACHINE FOR THE BLIND

Testimony Presented By

Raymond Kurzweil, President, Kurzweil Computer Products, Inc.
and Barry Unger, Executive Vice President

to the Subcommittee on Select Education
United States House of Representatives

April 25, 1977

THE KURZWEIL READING MACHINE FOR THE BLIND

Thank you Mr. Chairman. My name is Raymond Kurzweil and I am president of Kurzweil Computer Products. Co-testifying with me is Barry Unger, Executive Vice President.

Mr. Chairman, the interest in our efforts by members of Congress like yourself has meant much to us. We are therefore pleased to be here this morning to speak at this hearing considering the extension of the Education of the Handicapped Act.

We would like to speak briefly about the spoken output reading machine we have developed to meet the reading needs of blind persons. We would also like to address the role of government funding in the evaluation and improvement of the reading machine and in its dissemination to blind and other handicapped people in this country.

First, I would like to describe briefly the reading machine, our recent experiences at field sites, and our current research goals. Barry Unger will then describe the formative evaluation programs that have been set up to test and improve the machine. The Kurzweil Reading Machine converts ordinary printed materials, such as books, magazines, letters and reports rapidly into spoken English at approximately 150 words per minute. The system reads most common styles and sizes of type, handles many forms of print degradation, and thus allows blind and visually handicapped persons to read ordinary printed material rapidly, with minimal training required, and without fatigue.

The user operates the device by placing printed material face down on the glass plate which forms the top surface of the scanning unit. He then presses the 'Page' button on the control panel to activate the reading process. A specially designed scanning system we developed scans the page and transmits the image in electronic form to an image enhancement system. This system, which we designed and implemented in hardware, increases the contrast found on the page and brings out particular features that improve the recognition process. This image enhancement circuit has enabled the machine to read certain color combinations and other print problems which would otherwise be unreadable. The enhanced image, now in digital form, is transmitted to a small computer contained within the reading machine which contains unique programs we developed to separate the image into discrete character forms, recognize the letters on the page, group the letters into words, and compute the pronunciation of each word. Pronunciation is accomplished through the use of over a thousand linguistic rules plus two thousand exceptions to the rules stored in the computer's memory. Additionally, a stress contour over each sentence is computed by a set of syntactical rules. A new feature that we have been developing through linguistic research, and expect to make available in the near future, is a module for computing a relatively natural stress and cadence using a complex set of sentence parsing and syllabification rules.

It is commonly thought that synthetic speech is the most difficult part of the development of a print-to-speech device, that a full-word speech reading machine is basically a synthetic speech project. This is probably a result of the fact that over the past twenty-five years, the prospect of a speech reading machine for the blind has been discussed primarily by researchers in the synthetic speech field. While the development of the reading machine did require considerable development in the speech area, the most difficult part of the research and development that we have conducted over the past ten years has been in the area of the recognition of printed characters. Printed material differs tremendously in a wide range of specifications, including well over 150 type fonts, different types of printing processes, different paper, ink and print qualities and a wide range of types of printing errors. Dealing with all of these vagaries of print was by far the biggest challenge in the technical development of the machine.

An important feature of the reading machine is its user controls. For everyone, sighted or blind, reading is properly an active rather than a passive process; one re-reads interesting or difficult passages, pauses at unfamiliar words, skims the page to find material of particular interest, and so on. The Kurzweil Reading Machine is operated by the user with a set of 33 keyboard-mounted buttons to allow the user to effortlessly make these choices. We have currently under development techniques to expand further the ability of the user to control the scanning process.

Another key design feature of the reading machine is programmability. Most of the intelligence in the system, and by intelligence I mean any information handling process likely to require change in the future, is implemented in software, which is loaded into the reading machine's memory using a standard 3 inch digital cassette tape. This enables us to improve the reading machine's performance without modifying physical components. For example, the reading machine did not read italics when the first field model was installed at the Perkins School last November. In January, our italic recognition project was completed, and this capability was implemented at the Perkins site simply by providing them with a new cassette tape containing the computer program to recognize italics. The Perkins staff inserted the tape, loaded the new code into the reading machine, and the machine was then able to read italics. Similarly, other improvements have been and will continue to be provided to field sites without changing hardware.

Another advantage of the programmable feature of the machine is that we can take advantage of each new generation of digital computer components - new memory devices for example - in each new model of the reading machine, without having to redesign the heart of the technology, which is implemented in software. We have a major development effort under way aimed at reducing the size and cost, and improving the performance of the reading machine by using advanced integrated circuit technology. For example, we are designing a special computer optimized for the reading machine application. We are also working on a new speech synthesizer which will provide a more natural speech quality. We have nearly completed the design of a second model, which will be smaller, faster and less expensive than the current model. The goal of the project is to provide a portable high performance reading machine that individual blind persons can afford within the next two to four years.

The speech output requires a small amount of familiarization. Our experience thus far indicates strongly that virtually everyone attains a high degree of comprehension after several hours of exposure. Without any exposure, listeners vary in their ability to comprehend, although some people can understand it with little or no experience. A study completed last spring with students at the Perkins School for the Blind by Professor Martin Whiteman of Columbia University, has found that within a few hours of exposure to the machine, blind students are able to understand the machine's synthetic voice about as well as natural speech.

More extensive data that we are now receiving from installed sites at the Perkins School for the Blind, in the Boston School System, at the Iowa Commission for the Blind, at the West Virginia Rehabilitation Center and at the Massachusetts Commission for the Blind, corroborates this initial finding. In a program begun last November at Perkins, students were able to comprehend the synthetic speech about as well as human speech after three hours, and were able to read rapidly and use the control keys at a sophisticated level after about ten hours of instruction. Another particularly enjoyable program with children is being conducted at the Beethoven School in the Boston School System, with second and third graders. These young blind students have been able to master the machine's voice and the user controls very rapidly. One of the first books read by the children was a book by E.B. White called Stuart Little, about a little mouse. After only about one hour of exposure to the machine, the children were able to answer correctly that Stuart as a baby was weighed by his parents on a postage scale, and gained only one third of an ounce in a month. On that note, I would like to introduce Barry Unger, Executive Vice President of our company, who will discuss briefly our testing programs.

Thank you Ray. I would like to begin by showing you a short videotape taken by a local TV station of a student at Perkins demonstrating some of the machine's control buttons, and discussing his experience with the machine.

(VIDEOTAPE of Brent Gifford, student at Perkins School for the Blind.)

Our principal objective now is to place reading machines in the field so that they can be used extensively by blind children and adults, collect and compile the experiences and suggestions that result, and improve the reading machine based on this feedback. As Ray mentioned, five machines have been placed in the field and ten additional units will be placed shortly.

Many organizations have been involved and have made contributions to this formative evaluation of the Kurzweil Reading Machine. Those organizations that have provided funding for these programs include:

1. The Bureau of Education for the Handicapped, U.S. Office of Education.
2. The National Federation of the Blind
3. The Rehabilitation Services Administration, H.E.W.
4. The Veterans Administration
5. The Library of Congress
6. The Social and Rehabilitation Service
7. The Massachusetts Commission for the Blind
8. The Sloan Foundation
9. The Hearst Foundation
10. The Amoco Foundation
11. The Fleischmann Foundation
12. The Pew Memorial Trust
13. The Perkins School for the Blind

The Veterans Administration program has been organized in cooperation with, and at the request of, the Blinded Veterans Association. A third party evaluation is being conducted by the Smith Kettlewell Institute of Visual Sciences, funded by the Rehabilitation Services Administration.

While the initial development of the reading machine has been completed, further improvements are possible. Reading is a complex activity. Print specifications differ significantly among printed documents. The purpose of reading may also vary, ranging from skimming to intensive study. Extensive user experience in the field will enable us to optimize the machine's ability to handle the largest possible diversity of reading situations.

To guide this continuing refinement, feedback is currently being collected under several programs. I would like to discuss two of these programs, as they relate to the concerns of this subcommittee. First, our evaluation and demonstration program with the Bureau of Education for the Handicapped, in the Office of Education, is focusing on the use of the reading machine in educational situations, particularly with school-age blind children. Data is being collected and compiled regarding the machine's performance on different text material specifications including type-style, type-size, page format, binding, paper quality, ink quality, print quality and print degradation; factors affecting ease of operation including text material set-up, user controls and physical configuration; and maintenance requirements. During the next year, an attempt will also be made to measure impact, specifically on students, teachers, sites, curriculum, and opportunities for mainstreaming and individualization of education. We want to learn how the machine fits into educational programs. We want to find out what additional new skills have to be taught as a result of the opportunities the machine opens up. For example, now that blind children can read ordinary printed materials, new skills in using regular inkprint libraries and book stores may need to be taught. The first two field sites under this program are Perkins School and the Beethoven School in the Boston School System.

The Bureau, and its director Dr. Edwin Martin, have been very supportive of our work, and have taken a leadership role in the prosthetics field by recognizing with our project and with others the critical need to move devices, which have demonstrated their value in the education or rehabilitation of the handicapped out of the laboratory, and into the field.

The second program we would like to mention is the consumer-based formative evaluation of the reading machine that we and the National Federation of the Blind have organized in collaboration. Social scientists emphasize that lack of understanding of the perspectives of others can inhibit our efforts to solve problems. It is essential, therefore, that potential consumers of new products be involved in the development and refinement of these products.

The National Federation of the Blind has for the last three years advised the company on the development of the machine. As part of the current study, the Federation is placing six reading machines in a variety of user situations - in the office of a blind executive, a lawyer, an engineer or scientist , or in a library for college students, and so on. On the basis of the experience and suggestions that result from use of the machine, the Federation is providing guidance on ways in which the machine can be made more responsive to the needs of blind readers, through such things as additional user controls and improved physical configuration. Initial testing under this program began several months ago, and consumer feedback has already led to many valuable improvements to the machine. For example, the NFB pointed out the importance of reading xerox copies in a work situation. As a result of this suggestion, a control enhancement feature was implemented to handle photocopies. Other examples include the italic capability and improved handling of columnated page formats such as is found in magazines.

The Federation's testing incidently has been designed and implemented by its own blind scientists, engineers and education specialists.

With respect to the extensions to the Education of the Handicapped Act that you are considering, we would like to comment on how they involve the input of consumers. We would like to stress the importance of the attitude of government agencies, in addition to the language of the laws they administer. Dr. Martin and others in the Bureau have early and consistently urged us and supported our efforts to get the input, --- the requests and advice --- of the full range of people who are affected by the reading machine and the educational and vocational possibilities it opens up. This includes the National Federation of the blind human engineering consumer study with blind people of varying ages, vocations and interests, that we have talked about. It is also includes the involvement of parents, teachers and other specialists --- all of whom have legitimate and valuable input to give --- in the evaluation and dissemination efforts sponsored by the Bureau.

In conclusion, we would like to underscore the importance of the key role of the federal government --- in cooperation with scientists, educators and consumers --- in the development and dissemination of new technology for the education of the handicapped.

Teaching the Kurzweil Reading Machine at the Perkins School:

A Teacher's Perspective

Jane Zellmann, M.Ed.

April 15, 1977

Council for Exception Children National Conference Atlanta, Georgia

"Teaching the Reading Machine at the Perkins School: A Teacher's Perspective."

Jane Zellmann, M.Ed.

CEC Conference, April 15, 1977, Atlanta Georgia

While browsing through the library one evening, I discovered a humorous saying of Charles Dickens on education:

> "My notion of education...is that we ought to have a decidedly uncomfortable schoolroom — very hot — a good, dizzy, sleepy place with lots of repetitions of the same thing, to ensure monotony — and that the children should learn by heart every day a certain quantity of print of the school-books. That they should show they have learned it by repeating it before their teacher, who must sit down and look big, upon a stool or a chair, and have a cane or ruler on a desk before him. That while 'saying their lessons', they should stand uncomfortably, and endure, Spartan like, the wholesome discipline of fatigue, blows, bodily fear and great mental perplexity. That's the way to learn. It's well known. Don't we all remember what we learn't that way?"

The irony of these words makes me think about the boredom and monotony I experienced in many classes as a student. Now, as a teacher, I want to communicate to my students the excitement, challenge and satisfaction that learning can signify. Learning can be a romantic experience.

I will share with you, this morning, my teaching experiences and the students' experiences on the Kurzweil Reading Machine at the Perkins School for the Blind. As an instructor trained not only in the use of this machine but in special education concepts, I have observed the individual reading styles of each student, kept anecdotal records of their comments, and noted their reading achievements. I am pleased, and proud, to report that the students' participation in this field-testing program has been genuine and meaningful.

Ten highschool juniors and seniors from the Perkins School volunteered to participate in this field-testing program. One year ago, five of these students had approximately five hours of training on the Kurzweil keyboard, which included exposure to synthetic speech and instruction on the control keyboard. This initial study was conducted off-campus at the Kurzweil Laboratories in Cambridge, Massachusetts. The results of that study, conducted by Dr. Martin Whiteman of Columbia University, demonstrated that after three hours of exposure to synthetic speech, the students' comprehension of synthetic text material was comparable to comprehension scores obtained on natural speech or human voice recordings.

Based upon Whiteman's findings, the Kurzweil Company decided to conduct on-campus research at the Perkins School to evaluate the effectiveness of the Kurzweil machine in an educational environment. The reading machine was installed on January 3, 1977 in a small classroom in the highschool. The students engaged in this study are of average or above-average intellectual ability and are free of neurological problems. They range in age from 17 - 21 and are individually scheduled for Kurzweil instruction, during the regular class day, for a total of two hours each week. This figure will demonstrate the students' reading preferences.

Figure 1: Reading Preferences for Perkins Students in the Kurzweil Field-Testing Program

	grade 11	grade 12	total
braille	2	1	3
print	2	5	7
Total	4	6	10

One important question the Kurzweil staff had was how were we to evaluate this program? We have done this essentially through testing, training and reporting — testing of students, training and re-testing, compiling and reporting the results. These procedures have helped us to document the students' increasing abilities to understand synthetic speech. As the instructor, I feel that the most significant part I played in this program was to humanize the students' experience with this new technology. As a result of this experience, I am convinced that the Kurzweil machine is an innovative and appropriate instrument to help visually-impaired students experience immediate benefits from various printed materials.

The learning possibilities of this machine are evidenced in the words of Bob, one of our student-participants:

> "It's challenging, it's interesting, it's entertaining,
> I like it."

However, on the first day of class, Bob's enthusiasm was less than obvious. In a monotone, he asserted: "I'm not very interested in this machine because I don't learn this way." Nonchalently, he added: "I think this will be hard for me." Given my enthusiasm for this new technology, I admit, I was disconcerted by Bob's statements. I think he feared the possibility of failure. Considering myself a teacher, and not a taskmaster, I had thoughts of finding a more interested recruit!

Following this disappointing first meeting, Bob and I cautiously approached the learning task. Although Bob dutifully appeared for classes, I know his responses were mechanical, and evidenced little involvement. In February, however, I observed a genuine change in Bob's attitude toward the reading machine. This change may well have been the result of his stoic dedication to the program. He seemed more relaxed at the sessions and less intimidated by the learning situation. In fact, it was evident that he was amused by the speech and took great delight in imitating its accent. He was beginning to enjoy listening to its synthetic voice and had nicknamed the machine, "The Voice". His growing confidence affirmed for me the importance of humanizing the Kurzweil training program.

Three months after our first class, Bob has now become a good Kurzweil reader and a constructive critic in the training program. He understands the synthetic speech very well and reads at a rapid rate. Despite considerable inconvenience, he frequently walks to the public library and returns to class with his favorite reading materials (science fiction and books about computers). He requests extra reading-time, and spends several evenings reading independently in the Kurzweil Room at Perkins. Bob comes early to class and leaves late. Usually I have to kick him out or permit another student to nudge him out of his seat.

Kurzweil training is basically a process of oral-aural communications or OAC, for short -- many researchers use this descriptive term. The first step in planning a program is to introduce the student to synthetic speech exposure. What kinds of listening activities are appropriate? A cassette tape which contains synthetic speech interrupted by passages of natural speech is the oral medium I used. The student listens to natural speech presentation, hears the same passage in the synthetic voice, and then reviews the same passage in natural speech. The lessons start with simple sentences, advance to paragraphs, and continue on to lengthy 1/2 hour cassette presentations.

There are five language listening-skills which the students acquire by means of these cassette tapes. They are — in order of increasing difficulty — word perception, discrimination, recognition, comprehension and recall. Initial auditory familiarization appears to be most successful for the student if a well-known literary passage is selected. Since most highschool students are well acquainted with American history, I used "The Midnight Ride of Paul Revere". The students' familiarity with the vocabulary, syntax and main ideas helped to build their confidence in synthetic speech listening. To further simplify this listening exercise, I prepared both a print and braille copy of this famous Longfellow poem. When students first listened to this poem in synthetic speech, I asked them to follow along using their print or braille text. With practice, the students learned to depend less and less on the print/braille copy, finding it easier to distinguish the synthetic sounds.

I observed differences in the students' ability to comprehend synthetic speech. The five 'experienced students', who had had five or fewer hours of Kurzweil training last year, needed fewer familiarization training hours than the experimental group or 'new Kurzweil readers'. Familiarization lessons for the 'experienced students' averaged less than one hour. Within the experimental group, I noted other differences. The 'functionally blind' students in the experimental groups, or those students who are braille readers, required about three hours, twenty minutes of familiarization. The 'partially sighted' students, or those who are print readers, needed less exposure, or about one hour, forty minutes. To summarize, familiarization training for these blind students who were new Kurzweil readers took twice as much time as for the partially sighted students who were also new Kurzweil readers. These results confirm Whiteman's original findings that comprehension of synthetic speech is, within three hours of exposure, comparable to natural speech comprehension.

During the first days of class I found that the blind students appeared to be more nervous than the other students. When I asked about this, one student replied: "This is such an unbelievable machine. I'm really excited about it." In fact, their more heightened anticipation expressed their sense of the potential the machine would have to affect their lives.

What kind of instruction is needed to operate the Kurzweil Reading Machine? Students need very little training to operate the control keys which begin the reading-listening process. Within fifteen minutes the student can master the five basic keys. He learns to set the reading camera in motion, stop it, have the computer resume reading and ask for computer messages about what is going on. Teachers at Perkins who have visited the classroom ask, "Why are there so many keys on this machine? How can a student learn the functions of thirty-three separate keys?" In fact, the student does not memorize the names and functions of each key; rather he learns to use them as they relate to his reading objectives — namely, re-reading a difficult passage, having the computer spell out new words, setting a mark in the text to return to later in his reading, and scanning the page to locate specific text ideas. The relationship between the Kurzweil reader and the Kurzweil keyboard is a constant one — the reader always maintaining finger contact with the keyboard.

There are four sets of controls on this keyboard — basic controls, program controls, memory controls and scanner controls. The student's ease in learning the keyboard is related to his frequent use and practice with the Nominator Key, which is the key identifying the names of all other control keys. Centrally positioned on the control panel, the Nominator Key is similar to the home row position on a typewriter. The student learns the location of the Nominator Key and returns to it whenever he is unsure of another key's name or function.

Keyboard instruction demands close teacher supervision so that the reader experiences immediate success. Through the method of trial-and-error I have discovered that the teacher's role in keyboard instruction is primarily one of demonstration and that the student's role is primarily one of imitation. A typical class on the keyboard includes instructing, reviewing, training and practicing. First, the student locates the Nominator Key, reviews the names of the reading keys previously learned and reads independently for several minutes. Then the student learns several new reading keys and their functions by imitating the teacher's motions. In the final part of the lesson, the student practices — without teacher assistance — on all the keys he has learned. Having the student practice at the beginning and end of each class lesson reinforces independent reading skills.

I devised a simple teacher lesson plan which helped me develop keyboard lessons for Perkins students. This form describes the three tasks important in student instruction — review, training and practice. There is additional space to state problems and plan for tomorrow's lesson. Student practice-time is a valuable moment for the teacher to observe carefully the student's performance. When I decided to evaluate student practice time to measure the student's progress and to monitor my teaching techniques, I designed a simple checklist of key names and operations. On this form, I observed and recorded the student's facility with the keyboard and the problems he encountered in trying to move through the text. Kurzweil instruction is a process of demonstration, complemented with careful observation and immediate feedback through teacher-learner dialogues. The students' success in Kurzweil reading can be measured by noting the frequency of his key usage and his ability to relate one key's function to another.

Students can learn to place reading materials on the scanning unit early in the training program. Instruction for partially sighted students usually includes using visual cues. For the blind students, placing materials on the scanning unit is a matter of spatial orientation cues: 1) determining front/back of book; 2) top/bottom of book or page; and 3) identifying left from right page and placing it correctly on the scanning unit. The Perkins students and I have discovered a useful identification procedure. We mark the front of the book with an elastic band and the top of the book with a paper clip. The paper clip is also used as a bookmark for partially-sighted Kurzweil readers.

As the training program began its fifth week of instruction, I knew that the students were ready to assume more responsibility. I asked them to select a short reading material — either school-related or pleasure reading — that they could not get in their preferred medium, e.g. large print, braille, etc. The selections were exciting. One student brought in a feminist text in which she wanted to read one chapter for a research paper. Another student brought in a science fiction paperback which he had received as a present. Other student reading selections included: Edgar Allen Poe's short story, "The Black Cat"; Jimmy Breslin's book, "The Gang That Couldn't Shoot Straight"; Massey's book, "Nicholas and Alexandra"; Thoreau's essay "On Civil Disobedience"; and T.S. Eliot's poem, "The Hollow Men".

After choosing a reading selection, the student assumed one additional responsibility. He reported on his Kurzweil reading experience by using a

Student Log from. I showed the students how to compute an estimated reading speed for each selection, and I helped them in timing their reading and correcting their careless math computations. On this form the student also listed the words he asked the machine to spell out, any machine difficulties and he added a personal comment on his success during timed reading. This was probably the most enjoyable time for the Perkins students and me. I really knew they were listening when they would press the control key to stop the voice output and exclaim: "Did you hear that, Jane? The machine says...", and then the student would launch into a personal rendition of the story including a good description of the characters and the events happening. I know students understood what they were listening to because they responded appropriately to the author's humor, the conversations in the story, the suspense, and they would quickly turn the page and replace the book on the scanning unit so as not to jeopardize the continuity.

The students and I like this Student Log form and we will continue to use it during the next two months in the training program. In most cases, this form accurately reflects the student's ability to maintain good reading speed and comprehension while experimenting with many different types of text materials and print formats. The most recent types of reading materials brought by students to the Kurzweil Room include a biology textbook, a technical repair manual, term papers and creative writing assignments.

Three months of instruction have passed and I am pleased to report that all students read independently. The majority of students report that the Kurzweil machine reads fast enough for them. Only one student has reached maximum reading speed on the Kurzweil machine; and this student has to adjust the rate of voice output according to the text difficulty so that reading a homework assignment is usually read more slowly and carefully than a pleasure book.

All the students reported that they would like to use the Kurzweil machine, along with their usual reading aids, to complete a long school reading assignment. Because ten students must share one reading machine, supply often cannot meet the demand. This demand for more reading time rises in direct proportion to the students' increasing facility with the machine. Students now have a key to the Kurzweil Room and they take responsibility for turning the machine on/off, using their independent reading time efficiently, and scheduling themselves on what they call the "Kurzweil Honor System" -- namely that no student will monopolize the Kurzweil machine. We have agreed that one hour of reading is the time limit and that signing up, in advance, lessens arguments over who's turn it is to read. On school evenings the students read on the machine to complete homework assignments; on the weekends they read largely for pleasure.

I have found that the actual time required for formal instruction on the Kurzweil Reading Machine is about ten to twelve hours. However, the hours of Kurzweil instruction do vary according to the students visual abilities and listening skills. Listening experience alone does not improve listening performance. The students' attitudes, goals, previous listening training, intellectual abilities and motivation to succeed are important factors to consider when developing a Kurzweil reading program.

Within two weeks I will begin a new phase of this training program — instruction of multi-handicapped students of highschool age at Perkins. At this time I have trained five Perkins teachers to operate the machine and they will assist me in this difficult but challenging enterprise. My final report to the Perkins School and the Kurzweil Company will describe this experience.

The Perkins students have told me that short classes — twenty to thirty minutes — are best for beginning Kurzweil readers. After about ten hours of training, students prefer longer classes — about thirty to sixty minutes — in order to turn on the equipment, place the reading material, adjust the machine controls and 'settle down'.

What have I learned from my teaching experience? I believe that each student has tried his utmost to explore the capabilities of the Kurzweil Reading Machine, and in the process, each has had an opportunity to test himself and gain more confidence and independence in reading, and has shared with me and the other participants his thoughts and feelings about the training program. I feel that the Perkins students have attained within three short months a skill I call "reading competence through listening". We have worked together to design, improve and evaluate a Kurzweil Reading Program which encouraged participation and constructive criticism. We have worked as partners in evaluating this new reading technology.

However, in order to realize the promise of this modern technology in helping visually-impaired students, much will be asked of all of us. The Perkins students and I have compiled a list of suggestions to share with the Kurzweil engineering staff knowing that our practical input is welcome and may influence any future machine design or improvement. As the machine is used by many other students in other school settings and as other teachers report on their experiences in planning Kurzweil training programs, the Kurzweil staff will be able to refine and improve this new technology so that it helps the handicapped student attain reading competence and enjoy hours of reading pleasure.

Mr. Unger. Thank you, Mr. Kildee. Do you have any questions?

Mr. Kildee. Thank you very much for your demonstration and your testimony. There is one question that comes to mind. This machine can use a regular book that a sighted person could use, and that book could be inserted into the machine.

That is tremendous in itself, because the blind have available to them material that ordinarily would not be available to them.

Beyond that, would it be practical to develop some specially prepared printed material that might be even more adapted to the needs of the blind and the machine? Has that been thought of, or would that really have no practical value?

Mr. Kurzweil. The main purpose of the development of our reading machine, is to enable the blind person access to ordinary printed materials. Any time you require a particular system to depend on specially prepared materials like braille or talking books, you have a situation where the amount of material available is very limited.

For example, the Library of Congress makes available about 350 braille books each year and about 900 recorded books and that is out of 30,000 to 40,000 new ink-print titles that are published each year. The situation is even worse with material like business reports or professional literature, and so on.

So what we wanted to do was to give blind people access to the same printed material that the sighted person has to help him be competitive in an educational or vocational setting.

Mr. Unger. I would also like to point out that as soon as you begin talking about mainstreaming, about education of blind children in public school settings, there it becomes much more difficult to have specially prepared materials ready at the same time the rest of the class is going to—for example, in braille, ready at the same time and in the same edition, because schoolbooks change editions quite frequently, ready at the same time the rest of the class is going to be using the ink-print version.

So particularly in those settings where blind, either children or adults must compete with sighted people, you want to have access to all types of print.

Mr. Kildee. It is clear that the advantage of being able to use regular printed material is, in itself—you know, on the face of it, certainly one to be desired, because I have worked with the blind too, and the availability of material is very limited.

Can the daily newspaper be used with this machine, at this point of its development, or is that further down the line?

Mr. Kurzweil. The machine is able to read some newsprint. Newsprint has the most degraded print that you find in any printed material, and we found that we are able to read a good deal of newsprint.

You also have the problem of figuring out where a story is continued, and that can be done with the machine, but it requires some exploration of the page.

We are currently experimenting with some additional techniques which will allow the user even more control over the sequence of his reading and give him the ability to handle complex page formats like a newspaper.

Mr. Kildee. All right.

I think that is really all the questions, then, that I have. It is very encouraging to see this.

In the State of Michigan, in the State capital, where I served for 12 years, we have the school for the blind, and I am sure, having been out there several times and seeing some of the problems of the limited materials available to the blind, this certainly sounds very exciting.

Mr. Kurzweil. Thank you very much.

Mr. Kildee. Thank you very much, gentlemen.

The subcommittee, then, will be recessed until next Monday in room 2261 at 9:30.

[Thereupon, at 12:15 p.m. the subcommittee recessed, to reconvene on Monday, May 2, 1977, at 9:30 a.m.]

EXTENSION OF THE EDUCATION OF THE HANDICAPPED ACT

MONDAY, MAY 2, 1977

House of Representatives,
Subcommittee on Select Education,
of the Committee on Education and Labor,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:35 a.m., in room 2261, Rayburn House Office Building, Hon. Edward Beard presiding.

Members present: Representatives Beard, Heftel, Kildee, and Pressler.

Staff present: Jack G. Duncan, counsel; Thomas R. Wolanin, deputy staff director, Thomas L. Birch, staff assistant; Joan Godley, executive secretary; and Valerie A. Lewis, secretary.

Mr. Beard. The Subcommittee on Select Education will come to order, for the purpose of continuing hearings on the proposed extension of Public Law 91-230, the Education of the Handicapped Act.

This act provides funds for special projects dealing with early childhood education for disabled children, services for deaf-blind children, resource centers, research, innovation, and training. The programs supported by the Education of the Handicapped Act will assist State education agencies and local schools to meet the commitment to educate handicapped children mandated by Public Law 94-142, the Education for All Handicapped Children Act of 1975.

At hearings before this subcommittee last Monday, we received testimony on the Education of the Handicapped Act from handicapped individuals and parents of handicapped students and from witnesses on behalf of organizations representing disabled people, the Department of Health, Education, and Welfare and educational institutions and organizations concerned with the development of materials, curricula and personnel involved in the education of handicapped children.

This morning we shall hear testimony from witnesses working in arts education for handicapped children as well as special projects for deaf-blind children, early education programs, recreation programs, recreation programs and research and training.

Congressman John Brademas, Chairman of this subcommittee, is unable to be here this morning as at this time he is in a meeting at the White House with President Carter and members of the Cabinet. Chairman Brademas has asked me to extend his apologies to the witnesses here today and to the members of the subcommittee for his unavoidable absence.

First on the list of witnesses is Richard Dowling. Is Mr. Dowling here?

He is the director of the Department of Governmental Affairs American Speech and Hearing Association.

You may proceed, Mr. Dowling.

STATEMENT OF RICHARD J. DOWLING, J.D., DIRECTOR, GOVERNMENTAL AFFAIRS DEPARTMENT, AMERICAN SPEECH AND HEARING ASSOCIATION, ACCOMPANIED BY KATHRYN B. HORTON, HEAD, LANGUAGE DEVELOPMENT PROGRAMS, BILL WILKERSON HEARING AND SPEECH CENTER, NASHVILLE, TENN.; AND WILLIAM C. HEALEY, PH. D., DIRECTOR, SCHOOL SERVICES PROGRAM, AMERICAN SPEECH AND HEARING ASSOCIATION

Mr. DOWLING. Mr. Beard, we are pleased to be here. Before I present the summary of the statement of the American Speech and Hearing Association, I would like to introduce Ms. Kathryn Horton, from Nashville, Tenn., who is the director of the special handicapped children's early education project, funded by the Bureau of Education for the Handicapped under the Education of the Handicapped Act.

Ms. Horton has a few remarks and I think a rather impressive demonstration for the subcommittee.

Ms. HORTON. Good morning, Mr. Chairman, and ladies and gentlemen. As Dick has said, I am Kay Horton, from Nashville, Tenn., where I am the Director of a BEH-funded project which services young children handicapped by hearing, speech, or language problems. I am the director. It is one of the BEH early chance networks. This network of BEH model programs demonstrates the importance, indeed the necessity, of early intervention with handicapped children.

The age at which a handicap is detected makes all the difference in the world. In many cases, early discovery and decisive action can actually prevent serious learning problems that might develop otherwise. I can think of many, many children who are now in regular education, not requiring highly specialized services, who would not have been able to do this because of the fact they are profoundly and severely deaf, if they had not been discovered very early in their life, in fact under 2 years of age. If that had not been the case, they very likely now would be in highly-specialized education classes, and in some cases state residential institutions serving the deaf. But it was discovered before they were 2 years of age.

Treatment and training were begun for them and for their parents, which is very important, and in fact this early intervention changed the future for these handicapped youngsters.

At the Bill Wilkerson Hearing and Speech Center in Nashville, we have been working with BEH since 1965 and have seen the impact of the demonstration approach. In our own case, we have seen components of our model of intervention replicated at least 13 times over the United States.

In addition, graduate students who trained in our programs have spread the methods wherever they have gone to work. Communities throughout the country have found our methods to be both effective and cost-effective and have adopted and continued the programs with local funding.

I am pleased to have this opportunity to say a public thank you to BEH in behalf of hundreds of young handicapped youngsters and their families whom I know to have benefited directly in the BEH process of setting appropriate examples.

I am certainly sold on the BEH concept of establishing exemplary programs for others to copy—I think it is the only way to spread these proven methods across so large a population—but I can hardly overlook a 12-year procession of handicapped children and their grateful parents who have received direct benefits while we have been showing others how things can be done.

For the past 3 years, we have been funded as a BEH outreach program, with additional responsibilities for teacher training and demonstration on a wider scale. In this process, we have found BEH to be flexible and open to innovative approaches of training and communication.

We have become accustomed to the fact that BEH expects its dollars to buy more than 100 cents worth, but at the same time the bureau is not stuck with last year's methods. When new ideas have emerged and been able to promise more miles-per-dollar, BEH leadership has been willing to blaze new trails.

Soon after the congressional mandate to include handicapped children in Headstart classes, BEH and OCD worked out an unprecedented, cooperative effort through which both agencies were able to get more than their money's worth, and one that continues today to help Headstart teachers receive much-needed training about the techniques of working with handicapped preschoolers in Headstart.

I am sure that Headstart people would tell you that this special thrust in teacher training has had continuing impact on the quality of instruction to all children in Headstart—both handicapped and nonhandicapped. I am personally convinced that the current emphasis on "education for all handicapped children" is already raising the quality of teaching for all children in the country.

When you teach normal children, it is stylish to talk about "individualizing instruction." But when you have handicapped students, you have to individualize. I believe that some of the best-spent education dollars are those now flowing out through programs preparing teachers to work with handicapped children in regular educational environments.

Educators have said for years that "every child deserves a special education." Now special education is beginning to make us deliver.

BEH has shown a continuing concern for finding and serving what they know to be a large number of undetected handicapped young children in the national population.

The major part of my report to you is in the form of a 10-minute slide-tape presentation. It tells the story of a unique program to identify children with hearing, speech, and language problems in four southeastern States. Our staff and the graduate students who conducted the screening will never be the same. More importantly, there are several thousand children whose futures are brighter because of early detection and intervention.

I mentioned earlier BEH's openness to innovation. I think you will see from this brief presentation the exciting kinds of result-oriented action being funded and encouraged by the bureau. As you will see, we faced a rather overwhelming task which could not possibly have been met by traditional approaches.

With your permission, Mr. Chairman, let us begin.

Mr. BEARD. You may proceed.

[At this point, there was a slide-tape presentation.]

Ms. HORTON. That is all of the slide-tape presentation.

Mr. BEARD. That was excellent, Ms. Horton.

Ms. HORTON. Thank you, Mr. Chairman.

Mr. BEARD. I congratulate you on behalf of the committee. As a matter of fact, you have answered some of the questions that I was going to ask, but I am going to have to ask them in order to get them on the record.

You may proceed, Mr. Dowling.

Mr. DOWLING. Mr. Beard, let me introduce Dr. William C. Healey, director of the American Speech and Hearing Association school services program. He is familiar with the educational needs of the communicatively handicapped child and with the efforts of schools to meet them and with the needs of the children to help meet them better.

Dr. Healey will help us respond to your questions at the end of our very brief presentation.

In summarizing our testimony, let me say it is always a pleasure to come before this subcommittee, what must be the closest thing to a nonpartisan legislative panel on Capitol Hill.

The question here is not whether we should do the best for handicapped children, but what are the methods through which we can achieve the best for handicapped children, and that is more than commendable.

Our statement has five parts. The first announces our enthusiastic support for an extension of the discretionary funding authorities for the education of handicapped about through 1982. It lists some of the many commendable results of the communicatively handicapped which the act has enabled, including that of Ms. Horton.

The second part is where we endorse the proposed deletion of part G and the Advisory Committee provision of the act for and extension of the act authority. We concur with Ms. Barry's testimony of last week and the $9 million which BEH anticipates spending in fiscal 1977 for part G initiatives, and additional moneys which may be required to bring current part G projects and activities to completion, should until completion of these initiatives be made available under the research and demonstration authorities of part E authorities or other sections of the act.

The third suggests a technical change in the part A definition of the term "handicapped children." The definition now contains the category "speech impaired." We believe the phrase "speech or language impaired" is appropriate. The change is consistent with the identification, evaluation and education service needs of language of handicapped children and the express intent which the subcommittee attached to its definition of speech impaired children during its consideration of the Headstart, Economic Opportunity and Community Partnership Act of 1974.

Part four of our statement relates to the part A definition of children with specific learning disabilities. In our earlier statement to the Senate Subcommittee on the Handicapped, we called for the definition deletion for reasons of consistency which we attempt to explain in our prepared statement.

We have since given considerable throught to that position and for reasons we see as compelling we now believe the definition should remain in the act but, for equally compelling reasons, in a modified form.

The fifth and final portion of our statement suggests the one-time authorization of special projects of national scope and significance, the products of which can supply data presently unavailable to us but which are needed if we are to appropriately fulfill the various of the mandates of Pub. L. 94–142.

Our statement contains three examples of special projects which we think are of equal or greater significance. It points out the need to identify, evaluate and serve seriously impaired hearing, speech and language handicapped children before the age of 3. The longer we wait in these areas, the tougher it gets for the child and the tougher and more expensive for the school children.

To help meet these very special needs, we are asking in these instances for a one-time 3- or 4-year special project section or perhaps a new part G of the act in which we can meet the needs which are presently unmet but which need to be met to meet the requirement of Pub. L. 94–142.

We ask that the formal statement of our views be submitted for the record. We are prepared for your questions.

Mr. BEARD. The statement will be inserted in the record.

[The prepared statement follows:]

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STATEMENT OF
THE AMERICAN SPEECH AND HEARING ASSOCIATION
ON THE
EXTENSION OF THE EDUCATION OF THE HANDICAPPED ACT

BEFORE THE
SUBCOMMITTEE ON SELECT EDUCATION
EDUCATION AND LABOR COMMITTEE
U.S. HOUSE OF REPRESENTATIVES

PRESENTED BY
RICHARD J. DOWLING, J.D.
DIRECTOR, GOVERNMENTAL AFFAIRS DEPARTMENT
WILLIAM C. HEALEY, Ph.D.
DIRECTOR, SCHOOL SERVICES PROGRAM
STAN DUBLINSKE, M.A.
ASSISTANT DIRECTOR, SCHOOL SERVICES PROGRAM

May 2, 1977

The American Speech and Hearing Association (ASHA) is the scientific and professional society of some 26,500 speech-language pathologists and audiologists whose efforts in science and service concern the systems, structures, and functions which make human communication possible; the causes and effects of maldevelopment, delay, and disturbance in human communication; and the identification, evaluation, and habilitation of individuals with speech, language, and hearing disorders. Approximately 10,200 ASHA members are employed in elementary and secondary schools (including schools and programs for the deaf).

We are grateful for this opportunity to share with the Subcommittee the Association's views on the reauthorization of the Education of the Handicapped Act.

SUPPORT EXTENSION THROUGH 1982

In a March 11 statement to the Senate Subcommittee on the Handicapped, ASHA endorsed the extension of "the existing act, exclusive of part B -- the State grant program -- through 1982." We reaffirm that endorsement.

We strongly believe that the Act has, increasingly since its creation, formed an appropriate and necessary foundation for the provision of essential education services to millions of American children who are handicapped. The Act represents the American people's and their government's commitment to these children and their futures. This commitment, and with it the Act, should and must be continued.

The Act's authority and its agent, the Bureau of Education for the Handicapped, have meant much to hearing, speech, and language-handicapped children, and to the audiologists and speech-language pathologists who help serve their educational needs. In recent years, for example, the discretionary funding authorities of the Act have provided the means for the development of new special-education delivery systems for services to children with severe communication disorders, such as Los Angeles County's program for aphasic children, St. Louis County's summer-school programs for severely hearing-impaired children, and Arlington, Virginia's preschool programs for children with serious language problems.

The Act's authorities have also provided a needed impetus for such significant research studies as the one reported here today by Kathryn B. Horton of Nashville's Bill Wilkerson Hearing and Speech Center, and the one conducted with chronic voice-disordered children by St. Louis' Jewish Hospital, working in cooperation with St. Louis City and County Schools.

The Act has additionally enabled ASHA to contribute significantly to improvements in the quality and quantity of education services for communicatively-handicapped children. Some examples of these Act-authorized contributions are:

1. Development, publication, and distribution to more than 11,000 special education professionals of a self-instructional manual on the *Essentials of Program Planning, Development, Management and Evaluation* for communicatively-handicapped children.

2. Development, publication, and distribution to more than 15,000 special education professionals of *Standards and Guidelines for Comprehensive Language, Speech and Hearing Programs in the Schools*, a manual which defines and details the services and procedures which should be utilized in providing appropriate education services to communicatively-handicapped children.

3. Development of model state regulations concerned with the delivery of education services to speech, language, and hearing-handicapped children; training of consultants and their provision of assistance to state departments of education in the analysis of existing regulations and the implementation of model-regulation precepts. Thirty-six states have adopted the regulations in whole or in part.

4. Development of three "telecourses" for pre- and in-service training in the remediation of language disorders in children, program planning and evaluation, and the development of individualized education plans for communicatively-handicapped children.

5. Development of a comprehensive data collection system which, when implemented, will provide detailed, ordered information on all education programs and projects serving communicatively-handicapped children.

All these accomplishments and more have been achieved in the space of but a few years. They could not have been achieved without the mandate Congress established with its initial passage of the Education of the Handicapped Act, or without the continued support of Congress for the Act. We believe that what remains to be accomplished can only be achieved with the Act's continuation. And, as the purposes and scope of Public Law 94-142 suggest, a great deal remains undone.

There is, for example, a pressing need for intensive speech, language, and hearing service delivery in a great number of the nation's school districts, especially those serving isolated rural and insulated urban populations. But this need goes unmet in virtually all school districts -- rural, urban, and suburban. The approximate professional-to-pupil ratio in the speech and language-impaired area is an abysmal one speech-language pathologist for every 80 speech and language-impaired children. The present number of speech-language pathologists working in the schools must be at least doubled before we can even begin to properly address the task of assuring appropriate education services for speech and language-handicapped children. The situation is considerably worse in the instance of professionals who work with hard-of-hearing children. About seven times the number of audiologists presently employed in special education settings are required to meet even the most minimal expectations of Public Law 94-142.

PART G AND THE NATIONAL ADVISORY COMMITTEE

ASHA has also previously endorsed the Senate provisions of S. 725 which recognize that the circumstances which not long ago required the existence of a National Advisory Committee on Handicapped Children and of a special and separate authorizing authority for programs for children with specific learning disabilities are no longer extant. We reaffirm that endorsement as well.

Both the Advisory Committee and part G of the Act have served their intended purposes, and served them well. The Committee provided needed leadership and guidance to an infant Bureau of Education for the Handicapped. But today, the Bureau is a decade old -- strong, capably lead, and functioning in an Administration which has committed itself to meeting the needs of handicapped children. Part G of the Act was generally intended to focus public attention and government funding initiatives on the special education needs of a population which was sometimes overlooked in the identification of needs and the delivery of appropriate services. Part G has served as a necessary stepping stone to the inclusion of the phrase "children with specific learning disabilities" in the federal definition of handicapped children. Public Law 94-142 accomplished that ultimate purpose, making the continuation of part G's existence unnecessary. The $9 million which the Bureau of Education for the Handicapped anticipates spending in fiscal year 1977 on part G initiatives, and additional monies which may be required to bring current part G projects and activities to completion, should, until completion of these initiatives, be made available under the research and demonstration authorities of part E. ASHA is prepared to endorse a Bureau recommendation of this kind in our representations to the Appropriations Committees of the House and Senate.

LANGUAGE-IMPAIRED CHILDREN

Section 602(1) of the Act includes in its definition of the term "handicapped children" the category "speech impaired." We believe that children with impaired language development were intended by Congress to be included among the children for whom that category was written. Unfortunately for those children affected, however, the related legislative history is not specific in this regard and language-impaired children have not been so included; a great many of them -- very likely a majority of the thousands of children with language disturbances -- are either receiving inappropriate special education assistance or no assistance at all.

It should be noted that we are not here referring to language problems which may be caused by or associated with cultural, ethnic, or social developmental factors. Rather, we are referring to handicapped children with language-development problems caused by one or more of a variety of factors, including, but by no means limited to, physical speech impairments.

> ...the child diagnosed as having language disturbances frequently becomes classified as suffering from delayed speech and language development associated with mental retardation, neurological impairment, or emotional disturbance. Such classification is intended to contribute to the speech clinician's basic understanding of the problem; from the school's standpoint it provides evidence indicating the child needs eventually to be placed in an appropriate special education classroom. But in actuality, it rarely defines a child's language needs, yet assumes that the school can provide the specific language development program from which he will benefit.
>
> Although classification of children with delayed speech and language provides etiological insights, it fails to guarantee a homogeneity of needs; each child ultimately demands a highly individualized prescriptive program of language development. In other words, the language development needs of mentally retarded, neurologically impaired, or emotionally disturbed children are as specific and different as each of the children who have been so classified. [Freeman, G.G. "An Educational-Diagnostic Approach to Language Problems," Language, Speech and Hearing Services in the Schools, No. 4, 1972, pp. 23-30.]

These children need special education services that are most appropriate to their language problems. We believe their reception of such services would be more likely if the section 602(1) definition were amended, as follows:

> *Delete the term "speech impaired" and insert, in lieu thereof, "speech or language impaired."*

This proposed amendment, clearly, would not have the effect of creating a new and additional category within the "handicapped children" definition. Rather, it would provide needed clarification and uniformity in the identification, counting, and reporting of language-impaired children. And it will enable us, for the first time, to accurately define the size of the nation's language-impaired population, thereby enabling us to tailor relevant special education programs in a way that will appropriately meet this population's educational needs. The children usually envisioned by the term "speech impaired" are those whose speech problems are distinctly speech related (e.g., stuttering, voice disorders). But there are other children who suffer language-based speech impairments, such as impaired articulation resulting from a disorder in the phonological component of language. And there are many more who experience discrete impairments of language, such as disordered syntax. Speech-language pathologists identify these children and the specific nature of their expressive problems, but thereafter experience great difficulty in reporting the children identified. Some steps have been taken which have the effect of recognizing that these language-impaired children exist and clarifying the process for reporting their existence and their numbers; for example:

1. A growing number of state and local education agencies have adopted the reporting category "speech or language impaired" (e.g., Maine, Maryland, Michigan, Minnesota, Mississippi-Montana, Nebraska, New Jersey, Ohio, Oklahoma, Tennessee, Texas, Wisconsin), making it impossible for language impaired children to be reported under the federal "specific learning disability" category. This state action is most appropriate, we feel, inasmuch as these children are identified and treated by speech-language pathologists.

2. The Student/Pupil Accounting publication of the U.S. Office of Education (National Center for Educational Statistics, Handbook V, revised 1974) defines "speech handicapped" and "language handicapped" separately (at 51), but goes on to point out that, ostensibly because of the narrowness of the federal "speech impaired" category, "the speech handicapped and the language handicapped often are reported collectively as the speech impaired ... in programs of education for the handicapped." The Handbook's definition of "speech pathology services and audiology services" includes (at 172) the provision of services to the language impaired.

3. Proposed regulations for the implementation of Public Law 94-142 define the category "speech impaired" so as to include within the category children with language impairments (41 FR 56977). These same proposed regulations (at 56978) define "speech pathology" as including the identification of children with speech or language disorders, diagnosis and appraisal of specific speech or language disorders, referral for medical or other professional attention necessary for the habilitation of speech or language disorders, and provision of speech and language habilitation.

To assure the accurate and appropriate identification and reporting of children with language impairments, then, and to assure that the speech and language-related category of impairment in section 602(1) of the Education of the Handicapped Act is consistent with state and local categories, Public Law 94-142 regulations, and National Center for Educational Statistics reporting categories, we respectfully request a technical amendment changing the section 602(1) "speech impaired" category to a category identified as "speech or language impaired."

This Subcommittee has already recorded a view on the appropriateness of the thrust of the amendment we propose. In its report on the Headstart, Economic Opportunity, Community Partnership Act of 1975, the Subcommittee "took an action unprecedented in federal law by defining which children may or may not be classified as having a speech handicap and which children may be included in the ten-percent requirement [of Public Law 92-424]." [LaVor, M. and Harvey, J. "Headstart, Economic Opportunity, Community Partnership Act of 1974," Exceptional Children, January 1976, pp. 227-230.] The Subcommittee's definition reads as follows:

> Children who, for the purposes of the 10 percent Headstart requirement, should be considered as handicapped by speech or language disorders include, by are not limited to, children with such identifiable disorders as receptive and/or expressive language impairment, stuttering, chronic voice disorders, and serious articulation problems affecting social, emotional, and/or educational achievement; and speech or language disorders accompanying conditions of hearing loss, cleft palate, cerebral palsy, mental retardation, emotional disturbance, multiple handicapping conditions, and other sensory and health impairments.

The Subcommittee's definition was intended to assist Headstart administrators in their identification and reporting of handicapped children. The inclusion of our suggested language in the section 602(1) definition of "handicapped children" will provide similar needed assistance to education administrators. And it will say emphatically what, in our opinion, has always been the Subcommittee's intent.

SECTION 602(15) DEFINITION OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES

In our earlier statement to the Senate Subcommittee on the Handicapped, we called for the deletion of the part A, section 602(15) definition of the term "children with specific learning disabilities." Our recommendation, we believed, was designed to serve the interest of consistency by removing from the Act's "definitions" section the single detailed description of the several handicapping conditions contained in section 602(1), which defines the term "handicapped children." None of the other of the categories listed in that section's definition are specifically defined by the Act. Consistency, it appeared to us, seemed to dictate that the Act should specifically define either all categories or none.

What virtue there is in consistency seemed also to suggest that inasmuch as we were supporting the deletion of the current part G from an extended version of the Act, we should also advocate the deletion of the definition intended by Congress to more clearly describe the purpose and scope of part G.

We believed, additionally, that deletion of section 602(15) would permit the unfettered and uncomplicated fulfillment of that portion of Public Law 94-142 [i.e., section 5(b)(1); 89 STAT. 794] which has the effect of directing the Commissioner of Education to more accurately define the term "children with specific learning disabilities." As you know, Public Law 94-142 directs that the Commissioner "shall ... prescribe regulations which --

> 1. establish specific criteria for determining whether a particular disorder or condition may be considered a specific learning disability for purposes of designating children with specific learning disabilities;
>
> 2. establish and describe diagnostic procedures which shall be used in determining whether a particular child has a disorder or condition which places such child in the category of children with specific learning disabilities; and
>
> 3. establish monitoring procedures which will be used to determine if State educational agencies, local educational agencies, and intermediate educational units are complying with the criteria established...."

And, finally and most importantly, we believed that since the existing definition of "children with specific learning disabilities" is, in our opinion, an inappropriate definition which serves the best interests of neither Congress, nor the Commissioner, nor handicapped children, all parties would benefit from the definition's deletion.

What we have come to realize since our statement to the Senate, however, is that the urge to realistically meet a need can sometimes outweigh the urge to be consistent. We now recommend that the definition of "children with specific learning disabilities" be retained in the Act, but in a modified form.

We have thoroughly reviewed the proposed regulations with which the Commissioner intends to meet the charge of Public Law

94-142 (41 FR 52404-52407); we have attended and our members have participated in each of the six public hearings on the proposals. Based on the experience of our involvement, we have concluded that the Commissioner intends not to redefine the term "children with specific learning disabilities," but rather to meet the SLD-related mandate of Public Law 94-142 by accommodating the several specific instructions of that mandate to the existing definition of the term.

It appears we must rely on the virtue of consistency after all. For if we believe -- and if the Congress believes -- that the term "speech impaired" in section 602(1) of the Act should apply to and has always been intended to apply to language-handicapped children, then we must urge that the section 602(15) definition of "children with specific learning disabilities," to the extent of its inconsistency with our belief, should be changed. And the terms are inconsistent, or at least productive of a significant lack of consistency in the identification, evaluation, educational placement and treatment, and reporting of language-handicapped children.

As we have pointed out earlier (supra., pp. 8-9), there has been some recognition at national, state, and local levels of the existence of children whose primary handicap is a language disorder, and of the need to clarify the processes for their appropriate identification, evaluation, placement, treatment, and reporting. The fact remains, however, that the principal emphasis of the SLD definition is in the language area, and this emphasis is and will, we believe, continue to be the cause of confusion among education administrators at all levels and the inappropriate education management of a great many of the nation's language impaired.

Inasmuch as a change by the Commissioner in the section 602(15) definition is unlikely, we appeal to this Subcommittee for a legislative solution. The existing section 602(15) definition is as follows:

> The term "children with specific learning disabilities" means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (Emphasis added.)

We urge that the definition be amended to read as follows:

> The term "children with specific learning disabilities" means those children who have a disorder in the learning processes which is manifested by an abnormal acquisition of academic readiness skills, or an inability to perform in the academic areas of reading, writing, spelling, and/or mathematics in a manner commensurate with their intellectual capacity. This disorder may be accompanied by an imperfect ability to listen, think, and speak. Such term does not include children who have learning problems which are primarily the result of visual, hearing

> or motor handicaps, of language impairment, of mental retardation, of emotional disturbance, or of environmental, cultural or economic differences.

Should the Subcommittee deem it necessary to clarify its intent in this regard, it may wish to consider for Report-language purposes the following description of "language impairment," which we believe applies to...

> Those children whose identified language disorder is the primary inhibiting factor affecting expected development in cognitive, affective, academic, social, and vocational areas. The language disorder is defined as the abnormal acquisition of spoken and written language, including receptive, integrative and expressive functions. The disorder may involve all, one, or some combination of the phonologic, morphologic, semantic, or syntactic components of the linguistic system.

SPECIAL PROJECTS

The early-implementation stages of efforts to meet the mandate of Public Law 94-142 have made us aware of a number of serious shortcomings in existing special education abilities and resources and in the information we have on the value of some present abilities or on the extent and availability of current resources. The statute expects the delivery of full and appropriate education by imminent dates certain. But how are we to know whether or when we will meet the statute's expectations, if we do not know where we are now in our efforts to provide education services to the handicapped? The present consideration of an extended authorization of the Act's discretionary funding authorities, we believe, offers a unique, one-time opportunity for the consideration and congressional sponsorship of funded projects of national applicability, designed to tell us where, precisely, we are in these efforts and how far, exactly, we need to go to satisfy the expectations of the Education For All Handicapped Children Act.

In the speech, language, and hearing areas, such projects as the following are appropriate for special and immediate funding emphasis:

1. A national prevalence study of language-impaired children. At present, these children are either included among counts of the speech impaired or learning disabled, or not counted at all.
2. A study of the prevalence of communication disorders among children with other handicapping conditions. At present, a child classified as "learning disabled" who has a concomitant speech disorder, but who is not receiving speech pathology services, will not be reflected as "unserved" insofar as his speech disability is concerned.
3. A study of the availability of public funds other than those made available under Public Law 94-142 for the purchase of hearing aids and other aids and devices which are deemed essential to the provision of full and appropriate education services to handicapped children. A variety of federal and state health statutes already authorize the purchase of certain aids and devices for some children. If local education agencies are to be expected to shoulder the burden they perceive in this area -- and some agencies have already begun to plan prosthetic device purchase arrangements -- they should be able to determine first whether and the extent to which their education monies can be put to other purposes

by the procurement of prosthetics through
existing, non-education funding mechanisms.

Should the Subcommittee favorably view a one-time, special projects effort, we will be pleased to work with the Bureau of Education for the Handicapped, other interested parties, and the Subcommittee itself in drafting a list of projects which could better prepare all of us to meet the requirements of Public Law 94-142.

SUMMARY

We are grateful for this opportunity to share our views with the Subcommittee. We look forward to the product of your deliberations and want you to know that we will do all we can to assist and support your very special efforts for special children.

Mr. Dowling. Thank you, Mr. Chairman.

Mr. Beard. I want to say, too, that your input, which you have just stated officially will be considered very carefully in the recommendations and changes.

Ms. Horton, again I was extremely impressed by your putting that type of thing together. It was a very, very impressive presentation. I have a question, Ms. Horton: What is the difference between speech impairment and language handicaps?

Ms. Horton. Speech problems are problems in the production of language. They may take many different forms. The child may have trouble producing sounds so his speech is unintelligible. He may have problems of the fluency or rhythm with which he speaks. There may be problams that are based upon more structural abnormalities, such as a cleft palate.

A language problem is more in the area of the child's ability to express his thoughts through words and to utilize language in the way we put it together to express thinking, ideas, and concepts. It is a much more basic problem than actually the formulation of our language system.

Mr. Beard. Also do you think the present child count method is accurate in this area of determining ~~the~~ disability?

Ms. Horton. I beg you pardon?

Mr. Beard. Do you think the present child count method will portray the true figures of handicapped children?

Ms. Horton. I think Dr. Healey probably could speak to that from a much broader perspective than I could. I would like to defer to him.

Mr. Beard. Please give your full name and position for the record.

Mr. Healey. I am William Healey. I am the director of the school service program for the American Speech and Hearing Association.

We have done an analysis of the data reporting from every State based on the procedures that were implemented by the Bureau of Education for the Handicapped, so we know from the projected data in 1975-76 the number of handicapped children in each of the stages. I also am familiar with the child counts that actually came in the October reporting period. I am also familiar, after having visited with school people throughout the United States—I just got back from California, Tuscon, Ariz., and New Jersey—where I saw some of the implementation difficulties that people are experiencing.

Very briefly, I would like to cite what I consider to be two minor problems, but they will amount to significant problems unless we can find a way to make some modification in these child count procedures.

I think they are critical in our understanding of how many children there are, and also the final process of the provision of reimbursement for the support of services to those children. If I may, I would like to take them one at a time and describe what the basic problems are briefly.

Mr. Beard. Surely.

Mr. Healey. The first is the one of the initial reporting date of the child who is being considered as served. The law says report to us those children currently receiving services. It goes on to say, "There shall be a reporting date of all those children on October 1."

In our experience, in providing for the implementation for this, what they are finding is the October 1 date simply is not reasonable in light of the additional procedures that are required now for the identification of all children for the decisionmaking process of getting the children into programs and also for the rigid and appropriate compliance with the new process procedures.

You must notify children that they are going to be diagnostically assessed and give the parents a chance to respond to that. You must then, after they have been assessed, and if there are any signs of handicapping conditions, notify the parents that they have an opportunity to come in discuss our findings with us, and also discuss what the disposition of their child's condition is going to be; for instance, enrolled in a special program of one type or another.

Each of those steps is appropriate, but each one takes time. Many school districts do not even get into operation until about September 13 or 14, so in essence they really are not able to provide the data on October 1 of children who will be in a special education or service-related program.

I think what we are looking for there, perhaps in language of your report and some technical procedure, is simply a modification of that reporting date, because it will yield an unrealistic figure. It will actually yield a lower figure of children who ultimately perhaps even a month later would be enrolled in special education and related services. So we are asking for some procedure to effect a change in that.

The second problem again yields an unrealistic number of children being served. In the act it has called for—now we are talking about the procedures under Public Law 94–142, but it will ultimately affect the total of the special education programs.

We are talking about the act saying "There shall be a second reporting date on February 1, and then there shall be an averaging process of the numbers reported between October 1 and February 1."

The average number that is reported is a nonsensical number. It has no relevance whatsoever to the actual number of children who are being served in the school districts or in related programs. I will give you an example. It is axiomatic in terms of a program at the local level that in most instances you will also have more children who are handicapped enrolled in February than you will in October. Many parents move into a community. They find it has a full-service program for the handicapped, and so your numbers tend to increase through the year. So, in essence then, if you are reporting simply averages, we will not get a realistic count of the total number of children who are enrolled and receiving services, and those are the children who generate the reimbursement for support. That is the basic intent, to give the district as much help financially as possible.

Now, if I may move for a moment to the third consideration that we won't resolve here today, but I would like for it to be on the record, and it is what I consider as the most critical issue in terms of good-faith relationship between our efforts and the Federal level and the efforts of the States and local school districts to comply with all aspects of the Education of the Handicapped Act and Public Law 94–142, and that is this:

The real cost of providing full appropriate service to a child who is severely handicapped does not come just because the child exists. It certainly is documentable that a child who is deaf will cost more to serve than one who is normal, who can remain in a regular class in school, and does not require any special services, at least of major economic significance.

However, there are many children, and with the emphasis on severely and underserved children in the act, such as the cerebral palsy child, who not only has to have the comprehensive diagnostic services that you saw reported during the presentation—which indeed I agree was an excellent one— this child may also have to be in a special class, a protective environment, with a special teacher. Many cerebral palsy children, greater than 50 percent of them, have to have speech pathology services because of the communicative behavior problem; also because of their motor problems they have to have the help of a physical therapist and occupational therapist, though in reality at the local level the costs of educating that child are directly related to the level of service that must be provided. That in essence is what we were working on in this act, and was the intent of getting at it, I thought, in trying to assume a fair share role at the Federal level in helping the States and local districts meet their mandates to provide full service.

Is is not full service to work with a cerebral palsy child if they do not have those other kinds of services to meet their needs.

The first step I would like to have considered very seriously is that there be language to the effect, as a directive to the Bureau of Education for the Handicapped or to the Commissioner, as appropriate, that the reporting and counting procedures have a mechanism in them so we are not only able to identify and count every handicapped child that is in need of service and receiving services in the country, but that we also incorporate in that reporting process a matrix procedure so we can identify those children who require two or more special education and related services in order to meet their needs.

We will not be able to comply with one aspect of the act, which is evaluation of the progress so that you know the impact of the Education of the Handicapped Act ultimately, unless we can show the degree to which we have increased the level of services that are available to the children. There are many mentally retarded children who are in special classes and up to 12 to 15 percent of those children have severe hearing losses but they may not be receiving any services at all from the State for the hearing loss and they cannot function effectively in class programs.

What we need is a reading of what these increased levels are over time because that will represent one index of our success in getting more comprehensive, full appropriate services for the handicapped. I think that is an administrative process, but if there is an alerting to it as a need from the State level it certainly could be done. That way is the only way also that you will be able to fully identify the number of manpower who presently provide services to the handicapped and the number that will be needed over the next 5-year period.

Now, the next step that I would like for us to fully consider—and we are not prepared to submit to you the complex formula of how we might deal with this, but we will be glad to submit suggestions and work with the staff in developing it—is to show that we recognize that the true cost of educating a handicapped child is directly related to the levels of service that a child needs. I would like for us to at least consider a modification in the funding procedure so that we can develop a ratio, a formula, if you will, that would recognize and respond to those levels of service that are required by the child, do so, and that children who require the services—there would be a weighting of the amount of reimbursement that the State and local school districts would be eligible to receive.

I honestly believe that even in the present appropriation procedures that we could accommodate that in the next 3-year period without realizing a tremendous increase in the authorized funds for the implementation of the act. We say that for two reasons.

One, because the proposed appropriations for the support of the act were based on projected numbers of children. It is a matter of fact, and I am sure you are aware of this, the count that we are getting from the current procedures is not coming up to those originally projected numbers, but the funds have been appropriated. So we will see two kinds of changes.

One, if we can modify the current procedures, we can get a more realistic count of the children who are receiving and needing services. Secondly, we can respond to the financial needs that are all pervasive, particularly then, and insuring and providing incentives for a child who has multiple handicapping conditions, to receive support.

That is basically it, Mr. Chairman.

Mr. BEARD. Thank you very much. That was a very fine statement. Certainly your input into this process will help us. I have a few questions of Ms. Horton.

Before I get to the questions, I would like to make a statement on behalf of the chairman of this committee, John Brademas. Presently, John Brademas is at the White House speaking with the President in the capacity of the Democratic majority whip. It was his deep regret that he could not be here and he asked me to chair the subcommittee. I know that this is the type of thing he is deeply interested in, like myself, but he has additional responsibilities now in the Congress and it certainly helps us here in this committee because of his position in the Congress. The President considers him a very important individual, the fact that he is counseling with him at present.

I guess these questions probably should be referred to you, Mr. Dowling. What portion of speech and language impaired children are receiving an education service which might be termed appropriate, in your opinion?

Mr. DOWLING. Why don't we let Dr. Healy respond to that.

Mr. BEARD. Dr. Healey, if you could, would you give us a short answer?

Mr. HEALEY. About 50 percent receive what might be considered to be appropriate. In absolute figures, reported by the States, 1,300,000 children are receiving some level of service for what is considered to be speech impairment. That constitutes perhaps 60 percent of the children who should be receiving services in the schools.

One of the complications here is that we are unable, because of the present procedures, to get child counts on those children who have the language impairment that Dr. Horton has presented in the presentation this morning, and we have to get an increase data count on those children who have severe language handicapping.

I suspect the number of children in that category, which could easily total 1 million children right now, would probably be one-third of the population who would actually be receiving what we would consider to be appropriate services. Is that brief enough, Mr. Chairman?

Mr. BEARD. That is pretty good.

Ms. HORTON. May I respond to that?

Mr. BEARD. Yes, ma'am.

Ms. HORTON. In the particular Head Start screening that you heard reported, and in our experience in doing similar programs for 3 consecutive years in Tennessee, we found a high percentage of children at the preschool level now who are not in formal education programs as yet with hearing problems undetected. In fact, in the State of Tennessee 2 years ago we found four children at age 3 and 4 who were severely deaf, who were not previously detected.

We are very concerned about the number of children who have not been detected and who have lesser hearing problems and who have major educational needs. The percentage in the younger age levels is significantly high so as to cause concern.

Mr. BEARD. Thank you.

Mr. Kildee?

Mr. KILDEE. I have no questions, Mr. Chairman.

Mr. BEARD. Mr. Pressler?

Mr. PRESSLER. I would like to follow up on detecting these hearing defects at an earlier age. How can we do that specifically?

Ms. HORTON. I think we need to put procedures into our help-management systems, not only for the detection of hearing impairment but language and speech impairment and other problems. They need to be incorporated into the health management procedures initiated earlier into a child's life. I think this is basic to the effective educational management of those children later. We had not as a society done that very effectively.

Mr. DOWLING. If I may, Mr. Chairman, we have commented earlier about the critical need for identifying seriously hearing, speech and language impaired kids as soon as possible after birth. There are some programs funded by the Federal Government, administered by the States, which help us do that, title V of the Social Security Act, and title IX of the Social Security Act, the Crippled Children's program and medicaid programs. The Crippled Children's program specifically is aimed at the disadvantaged in the rural areas of the country. Title IX is aimed generally at the language disadvantaged poor population.

Insofar as those programs are successful, what we are talking about is being done. But those programs, even if they are successful, only provide services to a very select and rather narrow portion of the total population. So what we ask for in our testimony is that perhaps a special one-time study or demonstration project to find out just exactly what is being done in this area, and what needs to be done. We can speculate with some accuracy what the public school system, in cooperation with public health agencies, can do in meeting the kinds of needs you are talking about.

Mr. **Pressler**. Last Saturday I was in a crippled children's home in South Dakota and the head of the home told me they saved one-third to one-half of the money if they got people in there earlier. I don't know how to go about doing that.

Mr. **Healey**. May I comment on that briefly. There are 18 States that have passed legislation and have recognized that problem of needing to get to that really handicapped child much earlier than age 3, but in going into those States what I find is they seem not to be able to appropriate the funds to implement the programs even though they have the legislative permissibility to do so. So the orientation is there. Certainly where they have begun it, they have made the service available for screening and diagnostics within the school system. Also they have set up a cooperative program with the physician in the locality, particularly the pediatricians.

What we need I think are provisions for an incentive to do the demonstration that Mr. Dowling has referred to, and we need the authorization for that and an opportunity to show how you can muster the community forces for those under age 3. I think we could do an excellent job if we had that authority.

Mr. **Beard**. Thank you very much.

Mr. Kildee?

Mr. **Kildee**. Michigan is one of the States where we have mandatory special education, age 0 through 25. I was a cosponsor of the bill. You are right, we have not always appropriated sufficient dollars to follow that and mandate it. Age 0 is very important, particularly in the area of hearing because it is tremendously important that we detect hearing defects early so we can break through the communication barrier. There is a simple test that can be given by a pediatrician before the child leaves the hospital to detect a possible hearing deficiency in the young child. Is it a simple procedure to start screening at that point?

Mr. **Healey**. There are some procedures. I don't know if they are considered simple or not. There is a great deal of experimentation in this area in terms of what works best and identifying evidence of true loss versus the false positives that Dr. Horton was talking about. I am really referring now to the infant screening during the time that the child is still in the hospital with the mother right after delivery.

A little later, when it gets a little older in terms of 10 weeks, 12 weeks, or 24 months, there are procedures now that have been demonstrated to be highly effective and at least detecting the early signs and symptoms of hearing loss.

Dr. Horton may want to comment on those procedures used at the Bill Wilkerson Speech Clinic.

Ms. **Horton**. We have been involved for about 5 years with a very low cost highly effective program that we have been able to identify them from about 4 months of age on. Through the training of volunteers and other paraprofessionals in public health well, baby clinics, and in some cases we have been successful in convincing private pediatricians who served a large segment of the children we would want to have this identification process to be instituted in their general check up, a kind of processing. It can be done. It can be done relatively inexpensively. It is a matter of instituting it into the general way of our conception of what is part of the health management of children.

Mr. Kildee. I have 3 children. My 4-year-old is going to the pediatrician for his regular check up today and my wife and I have been financially able to do that and feel to be of a high value. But there are certain families where they either don't understand the need for it or are financially unable to do that. How do we reach out to those children to get early detection? I would think that the child who goes to a pediatrician regularly may very well be in a minority.

Ms. Horton. In the Southeast, in the rural areas, 85 percent of the population is served through public health clinics, well baby clinics, operating under public health. That is probably the easiest system to implement. They are very receptive to that. It can be done, utilizing paraprofessional personnel and public health nurses can be trained to do this.

So I think the combination of the public and private sector in terms of health systems could serve a large proportion of our children who might otherwise not have this.

Mr. Healey. Probably more children would ultimately end up with a general practitioner in those areas than they would with a pediatrician.

Ms. Horton. I would like to say one thing. One of the most available mechanisms we have available to us in detecting all kinds of handicapping conditions is the provision of information to parents early and the simple things they can do, things they can watch for, because there have been numerous studies that have indicated that parents are probably the most sensitive detectors of all of handicapping conditions. That can be a first level resource in providing this information, if the skills are provided to the parents.

Mr. Healey. That happens to be true with parents of children who have an early hearing loss. Also, briefly, in a study that we implemented in St. Louis to find out what the lag time was between when a parent first recognized that there were symptoms of problems with their child and when the child ultimately was diagnosed as having a severe hearing loss, to be enrolled into a special program, a special class.

As a matter of fact, we looked at the average lag between the time the mother said, "There is something wrong with my child. He does not respond," and the time she then went to the general practitioner with that complaint. It took 3½ years before the child ultimately was diagnosed as having severe hearing problems.

A mother with the same complaint went to a pediatrician. It was 2 years and 2 months before the diagnosis of severe hearing impairment was made. Then the parent went to a specialist, an ENT man. Generally, we are talking about 7 months to 1 year before the diagnosis was finally completed. There are some variables in which this occurred, but we were primarily looking at all children under age 5, and we found that if the parents somehow ended up with the audiologist first, they were the most effective in identifying hearing loss. The ENT was very close behind, and others that I gave you were last.

It is really serious when the mother is the one who is saying, "Look, there is something wrong," and then we have to wait 3 years for a diagnosis of a severe hearing loss in a child to be rendered. There is no excuse for that. It is totally detrimental to the child because of all that can now be done for the child before age 3 in getting on the right track to the development of a communication system and improving language, et cetera.

If we look at the overall Gestalt of that with the hearing impaired population in the United States, 80 percent of the deaf who have finally been graduated from college are the people who are deaf that began their education program prior to age 3 in the country, and the rest—the later you start the lower the statistics in terms of achievement, at least from an academic standpoint, of the severely impaired hearing population.

Mr. **Beard**. Again, we thank you very much.

Mr. **Dowling**. Thank you, Mr. Chairman.

Mr. **Beard**. Our next witness is Ms. Mary Moore, project director, department of special education, University of Pittsburgh, Pa.

STATEMENT OF MARY MOORE, PROJECT DIRECTOR, DEPARTMENT OF SPECIAL EDUCATION, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA., ACCOMPANIED BY JAMIE BERGER, PENNSYLVANIA CAPITOL INTERMEDIATE AREA; DAVID R. HENDERSON, JONES & LAUGHLIN STEEL CO.; AND JEANNE P. LEIPER, ASSISTANT FOR THE DEMONSTRATION OF THE OPTICON

Ms. **Moore**. Mr. Chairman, Jamie has been up since before 5 o'clock this morning in order to get a plane to get here, and she is beginning to doze off a little bit.

Miss **Berger**. I will try to stay awake.

Mr. **Beard**. You may proceed, Ms. Moore.

Ms. **Moore**. Mr. Chairman, thank you for the invitation to testify before the House Subcommittee on Select Education. My name is Dr. Mary Moore and I am an associate professor at the University Pittsburgh, in Pittsburgh, Pa.

I consider it a privilege to witness to the critical role which has been played by several divisions of the bureau of education for the handicapped in the effective development and dissemination of the Opticon, a direct translation reading machine for the blind.

Accompanying me are Mr. David R. Henderson, of Jones & Laughlin Steel Co., in Pittsburgh, and Miss Jamie Berger from the Pennslyvania capitol intermediate area and her teacher, Mrs. Jeanne P. Leiper, who will attest by their demonstration to the vocational and educational utility of the Opticon.

The lack of direct access to printed material is an enormous vocational and educational handicap resulting from blindness. For most blind students and adults, access to print involves either time-consuming and sometimes expensive intermediate translation from print into auditory materials, or into braille, or the utilization of a sighted reader. This handicap has limited the vocational opportunities of blind persons, and the majority of those who have obtained employment in areas appropriate for their interest and capabilities have remained in entry level jobs.

At the present time, the majority of blind children attend public schools in their local districts and receive supplementary services, according to their needs, from itinerant teachers. In education today, the concept of a single textbook for a single subject has largely been abandoned. The knowledge explosion of the recent years has necessitated the use of varied, more current resources in both social and physical science areas.

To keep pace with his classmates, and to share equal benefits from instruction, a blind student must have immediate access to assigned material which the teacher will not have been able to identify the year before in order to allow time for braille or tape translation. A whole new field of communication is now being opened up through the application of modern technology to the development of reading aids for blind persons.

The Opticon—for Optical-to-Tactile-Converter—which is a portable device about the size of a cassette tape recorder, produces a tactual vibrating replica of each letter as it is scanned by a small camera about the size of a pocket knife. Since there exists a one-to-one correspondence between the camera image and the tactual image, the limitation in reading is only in the perception of the reader. Reading of any type style, any language, mathematics, scientific notation, and graphic materials is possible.

The development of the Opticon, which involves the cooperation of Stanford University Electronic Laboratory and Stanford Research Institute, was funded in the main by the division of innovation and development, bureau of education for the handicapped, in 1968.

In 1971, Telesensory Systems, Inc., in Palo Alto, Calif., was formed to produce the instrument. From 1972 to 1974 an extensive evaluation project, funded by the bureau of education for the handicapped and conducted by the American Institute for Research in schools throughout the country, demonstrated the feasibility of reading from the Opticon by children. During 1973-1975, the Richard King Mellon Foundation in Pittsburgh conducted a project in local schools and agencies to demonstrate the utility of the Opticon, which project was positively evaluated by the American Foundation for the Blind.

In 1974, the division of special education, Department of Education of the Commonwealth of Pennsylvania, made available to intermediate units, school districts and approved private schools for the blind, EHA part B funds and funds provided under Public Law 89-313, to provide Opticons for identified blind children and some inservice training for teachers. This State project, known as the Pennsylvania Opticon project, has served in part as a model for the bureau of education for the handicapped national dissemination project which is now being conducted through the division of media services.

An important aspect of this national dissemination project is the assurance that the blind children who are to receive Opticons will also receive adequate instruction by appropriately prepared teachers. During 1975 and 1976, with funds provided by the division of personnel preparation, bureau of education for the handicapped, instructors from 21 colleges/universities have been prepared at the University of Pittsburgh to instruct teachers to teach reading with the Opticon, equipment for training has been provided to these universities through the national dissemination project, and preservice training is now offered at 22 colleges, including the University of Pittsburgh.

During the summer of 1976, inservice training institutes, again funded by the division of personnel preparation, were conducted at nine universities for practicing teachers. Through the national dissemination project which is being conducted by the bureau of education for the handicapped, these trained teachers have been provided with equipment for teaching and some children, who have achieved independence in reading, have been provided with Opticons for their personal use while in school.

At the present time, approximately 200 teachers have been trained, and are teaching children, in addition to the teachers previously trained through the Pennsylvania Opticon project. About 50 children, not including those in Pennsylvania, have been provided with Opticons, with a waiting list of approximately 100 children. It is estimated, however, that there are at least 3,000 teachers, and at least 12,000 children who should have this equipment and preparation.

Some problems are still to be addressed. There is, for example, continued need for suitably prepared curriculum materials for instruction. Another critical problem exists for the immediate future. The equipment which is being provided by the U.S. Office of Education is on permanent loan to students while they are in school. Provisions must be made for graduating students who will go into higher education, or who are starting out in jobs, to obtain Opticons at a reasonable cost.

Solutions to these problems can only be found through the continued interest and support of a concerned Federal Government.

Thank you. I would like to demonstrate this by letting Jeanne read for you. Mr. Chairman, this is not a speaker. We will move it. The reason I brought that along, Mr. Chairman, is it is a teaching device, an accessory for the Opticon. It is perfectly portable, as you can see it hanging around Dave's neck. This is called a visual display and will display in lights to you exactly what Jamie is reading with the tactual image. It hooks in temporarily to the Opticon, so you can see the letters as they go across.

Jamie, would you turn Optocon on, please? It is an arrangement of vibrating pins in fixed columns of 24 rows. That small camera that Jamie has in her right hand has 144 electric transistors arranged in the same matrix so they work making a light-dark situation and then they make a dark image. They tell a corresponding pin to vibrate. This tells a corresponding light to come on for you so you can speak.

Jeanne, will you go ahead?

Mrs. LEIFER. Will you read for us, Jamie?

Miss BERGER. "She owns a marvelous home."

Mrs. LEIPFR. Thank you. That was a selection of some of the training materials that we begin the children with until they learn to identify the uppercase and lowercase letters, and coping with some of the regular materials that occur in the regular school program.

Jamie is 13 years old and is in the seventh grade. All of her education has taken place in the regular school.

Let's read from the textbook. It is a familiar paperback book that might be found in any type school. She would be able to locate the letters, but in the interest of time I will assist her.

Miss Berger. "Jamie sat behind his mother and father."

Mrs. Leiper. Thank you.

Mr. Beard. That is very, very good, Jamie.

Mrs. Leiper. We consider the Opticon a supplementary tool. It is not intended to replace braille, but it gives the student an additional entry into printed material, one they have never had before, a direct access to one of the magazines that many young people subscribe to. It would not be available in braille or on tape, but with an Opticon a child like Jamie can participate with magazines.

Miss. Berger. "There was a strange girl seated at the——

Mrs. Leiper. What happened there, Jamie?

Miss Berger. It is in columns.

Ms. Leiper. Go back.

Miss Berger [continuing]. "Other side."

Mrs. Leiper. Thank you.

Miss Berger. That wasn't the end.

Mr. Beard. Jamie, you did a tremendous job. That was very, very good.

Mrs. Leiper. David, would you like to take over for us?

Mr. Henderson. Mr. Chairman, I am very grateful to have the opportunity to speak to the subcommittee and to demonstrate the Opticon. I should say that in the early days of the Opticon, I remember hearing or reading at the time—I used tapes quite a bit to do any reading that I wanted to do—about an instrument that was being developed by Stanford University that used vibrating pins to reproduce letters. My reaction was, "You must be putting me on."

At the time I was firmly committed to computer-type system which would generate speech output. As a matter of fact, 5 years ago I wrote a rough draft of a proposal for a computer-assisted system which would produce speech. I wanted to have an opportunity to go through with it, to be able to fund it. I needed a good acronym and it was CARUSO.

The computer assisted the reader utilizing speech output. Then a dear blind friend of mine, whose opinion I respect, told me I had better get interested in the Opticon, that it was the up and coming thing. The Opticon has been singing much louder than the CARUSO these days, at least for me.

First of all, imagine if you will, I am at my desk at work. I discovered I did not bring a computer printout with me. I am a computer programer. However, computer printouts are not very interesting to the layman and are not really terribly exciting to the computer programer himself. Usually after you get through interpreting the numbers and images, it says, "You goofed."

I brought instead educational material which was passed out to me in a special class that was held at work to introduce us to the new techniques which are being used at our computer facilities at

Jones & Laughlin, and I, like everyone else, have to be able to read this material to find out what is going on.

First of all, I will demonstrate the fact that the Opticon reads different sizes and different types of print. These letters on the front are rather unusual. It looks like they are also slanting in a strange way down the page. It is to look fancy. I will try to interpret them as I go along.

C-O-M-L-I-B. That stands for COMLIB. It means something to me. Further down the page we have a seal here. Unfortunately without the visual display you lose the effect of that.

Now I am going to open the book and begin to read. First of all, I would like to see where the print is. Finding none, I would go to the next page and begin to read.

"What is COMLIB? How did it originate? How do you use it?"

The next line. "What is COMLIB?" That is underlined, as a matter of fact.

COMLIB is a random access file which can be described like a public library, a public lending book library. That is, a public library has books. COMLIB has members, like having books. Books have pages, members have entries, like having pages. Pages contain written English, tables and codes. Entries contain written English or tables and codes, period.

I will stop there. That is not terribly interesting. I should mention to you. I have not read that before, and the reason I mention it is one of the drawbacks of the machine such as the Opticon was that the speed of reading is so slow that it would hinder a person. However, I found, once I began to use the Opticon, there was really hardly any difficulty at all.

Now, I would like to show you a completely different kind of reading. My work is computer programing, but one of my dearest loves in life is foreign languages. You see in my hand a small newspaper from a small town in Finland. The name of the newspaper and the town is K-i-u-r-u-v-e-s-i, which in Finnish standards is a small town. The largest town in Finland is Helsinki, which is the capital with 600,000 people, which is the size of my home town of Pittsburgh. But they put out the newspaper and we are going to try to look at it.

First of all, we would have the name of the magazine in very large letters. We have a button on the camera if you have seen my finger move over the camera, the button is used to change the magnification of the camera. That way we can pick up lines from the size of headlines to print the size of that in the telephone book.

"K-i-u-r-u-v-e-s-i." You will see those letters. They are very large. They are capital letters. Kiuruvesi is the name of the town and the paper.

On the left, we have smaller print. I move the button of the camera up so I will not be able to read smaller print than headlines. I will read.

[Mr. Henderson read in Finnish.] That means volume 21.

[Mr. Henderson read in Finnish.] That means this is published once a week.

[Mr. Henderson read in Finnish.] That means the 18th of September.

[Mr. Henderson read in Finnish.] That means No. 38.

[Mr. Henderson read in Finnish.] That means 1974. This is an old issue of a newspaper.

We have a very large headline here which means no large win, no large defeats.

[Mr. Henderson read in Finnish.] This looks like sports information just from the headlines.

Now, we have seen enough anyway to know that what Dr. Moore was speaking about, being able to read different type styles, languages, et cetera, is no lie.

Mr. Beard. It is great to see the end result of some of the bills we have passed. We very seldom see the machines that the money funds.

Ms. Moore. This is exciting. This is one of the projects you funded the money to develop it, but you carried through the present dissemination project which is making it possible for it to be disseminated out to the country. It is quite an expensive machine, and I think without Federal help we would have a little difficulty having school districts and certainly private persons be able to get hold of it.

Mr. Beard. It looks like a tremendous machine. If I had known about that type of machine, I probably would have said, Mr. President and Members of the United States Congress, let's appropriate more money for the projects, rather than foreign aid for countries from the United States.

Mr. Henderson. I would applaud loudly.

Mr. Beard. Sometimes a demonstration project and a slide production are certainly worth more than hours of testimony and all the material you read.

I am grateful, and I know the committee is grateful, for your efforts.

Ms. Moore. You mentioned a small town. What was the small town, David?

Mr. Henderson. Kiuruvesi.

Mr. Beard. I live in a small town in Rhode Island. There was a fellow here a little before your time, a fellow named John Fogarty, a Congressman for many years from Rhode Island, who did a lot to help people. He was very interested in the very things you were trying to get across.

Ms. Moore. I brought my friends. I thought you would be interested in seeing all areas.

Mr. Beard. Are there any questions?

Mr. Pressler?

Mr. Pressler. I wanted to compliment the witnesses.

Mr. Beard. Mr. Kildee?

Mr. Kildee. I think this demonstrates the need of Federal dollars for dissemination of this type of equipment.

Ms. Moore. I certainly hope so.

Mr. Kildee. I am convinced.

Mr. Beard. Thank you all very, very much.

Our next witness is Mr. Don Weston.

If it is possible, if you could kind of speak off the cuff we will be more than happy to insert the full statement in the record. We have an awful lot of witnesses and the clock keeps going. We will have to go into session shortly. We appreciate certainly your remarks.

You may proceed, Mr. Weston.

STATEMENT OF DON WESTON, DIRECTOR, DIVISION OF SPECIAL EDUCATION, TEXAS EDUCATION AGENCY, AUSTIN, TEX., ACCOMPANIED BY ROBERT H. PETTY, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF THE DEAF-BLIND; AND GARY J. CARDIFF, BISMARCK, N. DAK.

Mr. WESTON. Thank you, Mr. Chairman.

I have with me today two parents of deaf-blind children that will be having some remarks following my remarks. To my left is Mr. Robert H. Petty, from Norman, Okla., the executive director of the National Association of the Deaf-Blind. To my right is Gary J. Cardiff, from Bismarck, N. Dak.

I will try to summarize, Mr. Chairman.

I think that it is noteworthy, as I pointed out in the written comments, that it was because of some of these funds many years ago in Texas we were able to utilize or put together some developmental projects which led to the development of a very comprehensive, what we call a Plan A program of special education services to handicapped children.

To give you some idea, in 1969 we were serving in Texas approximately 134,000 handicapped students, but as a result of the plan A program and other full implementation, just last year we served 314,000 handicapped children.

During this same time period, State funding for special education increased from $40 million to $220 million this current year. It is directly from the utilization of many of the discretionary funds that we have better practices and improved techniques in our state for the delivery of those kinds of services. There are certain sections of this act that I did want to highlight as far as some of the concerns that we have.

I would say in nearly all parts that are being considered and being recommended for this time for continuation, we would support that. We would also support the fact that there are some of the areas that very definitely need more additional funds to meet the obligations than we have.

I will try to confine my comments here to the deaf-blind because that I think was my understanding of what you particularly wanted us to present, what we have been doing in Texas.

Prior to 1973, Texas was part of a four-State regional delivery system for deaf-blind children. About that time, the Bureau of Education of the Handicapped approached us and asked us if we would be interested in submitting an application as a single-State region. We ultimately did this. We were approved and have continued to operate as a single-State region. We are the only single-State region in the United States.

I would like to suggest that where funds are available and where it is cost-effective, that more States be permitted as single-State regions so that through their own State departments of education they will have the opportunity to make the programs of the deaf-blind part of the total comprehensive program which the State education agency administers.

During last week and this, we are conducting some 40 hearings statewide relating to a new comprehensive plan that we have developed. We have already prepared these statements. We were at one of the hearings in El Paso and we have some 50 participants who testified one evening regarding this new comprehensive plan that we are putting together.

By the way, the comments sometimes were favorable and some not so favorable, as you can imagine. One participant, however, stood up and she said:

> I did not have anything to say of a critical nature. I just want to tell you how much I appreciate the fact that 2 years ago you started a program for deaf-blind children in El Paso.

Prior to that time there had been efforts to identify deaf-blind children in the El Paso area, but with no success. Through a special project in the program service in one of the educational service centers, we were able to employ some people and appropriately train them. In 4 months time we located 14 deaf-blind children. This child was one of those children. The mother was aware I was going to be here today and she specifically requested that I express her appreciation to the committee and the Congress, she said, for appropriating these funds, so I am simply carrying out her request at this time.

There is no question I think but that the continuation of the deaf-blind program from the Federal level is needed for several more years. This is a very different area. Teacher-training needs are tremendous. The sparsity of college and university training programs is tremendous. So much of our efforts in our own State as well as with other States have to be spent in teacher-training activities. There is so much to be learned in this area that we do not know. The continued funding is certainly requested.

At this time I would like to let Mr. Petty make any comments he has.

[The prepared statement of Mr. Weston follows:]

TESTIMONY
RELATING TO THE EXTENSION OF
P.L. 91-230
THE EDUCATION OF THE HANDICAPPED ACT
FY 78
BEFORE THE
SUBCOMMITTEE ON SELECT EDUCATION
OF
THE HOUSE EDUCATION AND LABOR COMMITTEE

JOHN BRADEMAS
Chairman

MONDAY, MAY 2, 1977
9:30 a.m.
WASHINGTON, D.C.

by

DON WESTON, DIRECTOR
DIVISION OF SPECIAL EDUCATION
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS

Mr. Chairman and members of the Select Education Subcommittee:

Thank you for the invitation to testify before this subcommittee on the extension of the various discretionary grant programs in the Education of the Handicapped Act.

I will address myself to specific parts of the legislation which have, in our opinion, had major impact in the development of the Comprehensive Special Education Program for Exceptional Children in Texas.

In 1969 our state legislature unanimously passed S.B. 230 which authorized the Texas Education Agency to develop one of the most progressive state plans for the delivery of educational programs to handicapped students in the nation. This plan, later referred to as "Plan A," was first implemented in 1970. "Plan A" was not implemented based solely on theory but on numerous developmental projects which had been conducted by the Texas Education Agency for one, two, or three years. Federal funds, some of which were the forerunners of those being considered for continued funding at this hearing, were utilized in our state to develop new concepts, principals, and educational practices leading to our "Plan A" program.

The use of federal funds in our state for both developmental activities as well as direct services to handicapped students has provided us with an opportunity to create unique and effective programs. In 1969 approximately 134,000 handicapped students in our state received educational and related services. In 1976 this number had increased to 314,000. During this same time period state funding for special education increased from $40,000,000. to $220,000,000.

We hope that this subcommittee and congress will look favorably at the continuation of those programs and projects being considered in S. 725. The following comments will be addressed toward certain sections of this bill.

Part C. Centers and Services to Meet Special Needs of the Handicapped contains several sections. Section 621 which authorizes the establishment of Regional Resource Centers has assisted our state in making great strides in pupil appraisal and programming, especially, in the area of the severe and profoundly handicapped. The Texas Education Agency operates the Regional Resource Center and its services are available on a statewide basis. The Texas Regional Resource Center operates a toll free watts line which can be used by anyone in our state seeking information and assistance concerning pupil appraisal and programming for handicapped students. The Center has identified over 2,000 programs in our state which offer approximately 20,000 different types of services to handicapped children. This information is computerized and can be retrieved immediately when calls are received by the staff. In addition, the Regional Resource Center provides training to professional personnel throughout the state in appraisal and programming for handicapped students.

One concern noted here relates to Part F of the Education of the Handicapped Act. Part F authorized the establishment of instructional media and material services for the handicapped. In response to this authorization, the Bureau for the Education of the Handicapped some 10 years ago established a national network of Special Education Instructional Materials Centers. Approximately three years ago the purpose of these centers was modified, as was their title to Area Learning Resource Centers. One of these centers is located in our state and is administered by the Texas Education Agency. This center has been instrumental in assisting us to develop a statewide system of materials delivery. The Area Learning Resource Center provides leadership throughout the state by providing training, assisting our 20 education service centers operate their instructional materials centers, and assisting school districts establish and operate local instructional materials centers.

We have been told recently that at the end of this fiscal year funding for the national network of Area Learning Resource Centers will be terminated. This is extremely disturbing to us. We feel that within two years our materials delivery system in Texas will be fully developed. The loss of the Area Learning Resource Center at this time will seriously affect the continued development of our system.

My reason for mentioning this concern in connection with the Regional Resource Center is because we have been told also that some of the functions of the Area Learning Resource Center will be assigned to the Regional Resource Centers without increased funding.

We would request that consideration be given to either the continued funding of Area Learning Resource Centers with a planned phaseout of their operations over a three year period or that the Regional Resource Centers be sufficiently funded to perform the additonal work formerly provided through the Area Learning Resource Centers.

Section 622 provides for Regional Centers and Services for Deaf-Blind Children. Prior to 1973 Texas was part of a four-state region under this program. In 1973 Texas received funding from the Bureau for the Education of the Handicapped to operate as a single-state region. We believe that this administrative change greatly improved both the quantity as well as the quality of services offered to deaf-blind children in Texas.

We currently receive $633,967. in federal funds for this program. In addition, approximately $2,000,000. of state funds also support this program. Currently a total of 350 deaf-blind students are being served by 67 teachers and 140 aides.

As rapidly as possible we are assuming more of the financial responsibility for deaf-blind students utilizing state funds. It is our plan to assume full responsibility for these services as part of our comprehensive special education program. Until this goal is achieved, there is a definite need for continued federal support. As more deaf-blind children are identified through Child Find, our statewide system for identifying unserved handicapped children, additional personnel are needed for appraising, teaching, and providing other services. The sparsity of college and university training programs for professional personnel to serve the deaf-blind places a heavy responsibility on our staff to provide long- and short-term inservice training workshops and institutes and this need will continue for several years.

We endorse not only the continued funding of these programs but also an increase in the funding level. We would also suggest that, where cost effective, more states be permitted to operate as single-state regions and that federal funds for deaf-blind programs be administered by the state education agency.

Section 623, Early Education for Handicapped Children, is perhaps one of the most outstanding programs in this bill.

Educators of the handicapped, who sometimes disagree, do agree on at least one point and that is on the need for early identification and intervention. This program has demonstrated nationally that early intervention is effective. It is effective in helping the child, the parent and family, and is cost effective in that so often handicapping conditions can be corrected or prevented thus reducing the need for costly long-term services.

We would support the continued funding of this program.

Part D, Training Personnel for the Education of the Handicapped is one of the most vital programs in this bill. Not only should the funding be continued, but it should be increased.

The efforts of states to identify and serve all handicapped pupils have created a demand for more professionally trained personnel. The increase in the number of severe and profoundly handicapped pupils has created not only a demand for more personnel, but personnel trained in more specialty areas.

Part D funds are awarded to colleges and universities, local school districts, state education agencies, and other eligible applicants through a process of competitive grant applications submitted to the Bureau for the Education of the Handicapped. In Texas the number of professional personnel in the public schools who serve handicapped children has increased from 5,500 in 1969-70 to 22,000 in 1975-76. Each year our state agency submits an application for these funds to provide inservice training to as many personnel as possible. However, for the past seven years we have received the same level of funding each year, $200,000.

We support and encourage eligible applicants in our state in their efforts to obtain direct grants under this program. However, we do feel that no grant should be made to any applicant in our state unless it addresses itself to state priorities and needs or is recognized as a national priority need.

Part E, Research in Education of the Handicapped has produced numerous outstanding studies. In recent years more emphasis has been placed on practical research which is of more immediate use to those providing direct services to handicapped pupils.

We support the continuation of this program and would suggest that even a greater effort be put forth to conduct research in public schools in cooperation with state education agencies.

We would recommend that extensive research efforts be conducted in the area of specific learning disabilities. As you are aware, there continues to be serious disagreement as to definition, diagnostic criteria, incidents, and instruction in this handicapping area. More research is evidently needed.

Part F, Instructional Media for the Handicapped has developed outstanding delivery systems and services for the handicapped. I have previously noted our concern regarding the termination of Area Learning Resource Centers which have been funded under this part of the bill. We support the continuation of Part F.

In closing, I would like to make the following observation and recommendation. P. L. 94-142 places many responsibilities on the state education agencies, which we in Texas are more than willing to accept not so much as mandates but as opportunities for improving programs for handicapped children. We would recommend that the implementation of the programs being considered in S. 725 be closely coordinated with or administered by state education agencies. These programs can assist states in meeting the requirements of P. L. 94-142 if coordination exists. If it does not, then states may well be hindered in meeting both their legal as well as their moral obligations to handicapped children.

Thank you, Mr. Chairman and subcommittee members, for this opportunity.

Mr. **Petty**. Mr. Chairman and members of the subcommittee, I appreciate——

Mr. **Beard**. Please give your full name for the record.

Mr. **Petty**. I am Robert H. Petty, 2703 Forest Oak Circle, Norman, Okla.

I appreciate sincerely the opportunity to testify before the subcommittee. I am, as Mr. Weston indicated, the executive director of the National Association for the Deaf-Blind, and a parent of a 22-year-old deaf-blind son.

First, I would like to commend the Congress for the many progressive and farsighted measures that it has enacted into law in support of the deaf-blind, especially Public Law 91–230 that established regional centers to serve this population. As you know, Senator Randolph has introduced an amendment to this act, S. 725, in the Senate.

I am here to speak primarily as a parent rather than as an officer in a national organization for the deaf-blind. However, since these roles are complementary, it is difficult to separate one from the other. The question that I encounter most frequently from parents as I travel around the country is "What is to become of my child after my husband and I are no longer here?" I can assure you this is an ongoing agonizing concern of the parents of the deaf-blind. The thing that they really fear is that their child will be institutionalized or "put away" after they are unable to monitor their interests.

The fear stems from the fact that State facilities are frequently dehumanizing and are used to warehouse patients rather than administer to their needs and give their patients the full measure of worth and dignity to which they are entitled.

Ironically, the most meaningful answer to the question that parents ask may lie at the beginning of the support spectrum, that is the earlier that support systems and skills are brought to bear systematically against the problems confronted by the deaf-blind, the less likely they are to have to suffer institutionalization.

As citizens interested in the welfare of the deaf-blind, we must serve their interests in both the short as well as the long run. We must provide a continuum of services for the deaf-blind for as long as they are required. It is my opinion, if we develop an imaginative and intensive support system in the short run, especially for the first 18 to 20 years of the life of a deaf-blind child, we will save money in the long run. We will do so by equipping many of these children to accomplish the objective of becoming near or totally self-sufficient, which will largely nullify the present anxiety of parents as to the long-range welfare of their children.

As an absolute minimum, and preferably in their own home or community, the following services and assistance must be provided: Diagnostic, evaluative, psychomotor, social, respite care, neurological, otological, orthopedic, speech, language and therapy, daily living, mobility, sign language, pre-vocation, and vocational, manual alphabet, academic, recreation, family counseling, parent education and development, and support of parent organizations.

I believe there is a direct correlation between the quality and extent of support services that a deaf-blind child receives at home and in the community and the number who have to be institutionalized. They are inversely related. The more extensive the service, the less the likelihood of institutionalization. However, in those instances in which the child has to be placed in an institution, it is essential that he still receives the same range of services as if he were at home.

I have witnessed this fact in my official capacity as well as in my role of the parent of a deaf-blind child. I am not just dealing in wishful thinking or idle rhetoric. I said at the outset of my testimony that I had a 22-year-old deaf-blind son.

What I did not say is that although he has so little vision he must use braille and his hearing is worse than his sight. He is a junior at the University of Oklahoma, maintains a "B" grade average, lives in an apartment near campus, is proficient in judo, wrestling, and karate, shoots pool and for 6 years swam competitively. He has been able to do this because he is not only intelligent, but also because he has been provided support systems in and from the home, as well as from State and Federal programs.

Although he was 15 years old when 91-230 became law, the south central region for the deaf-blind did provide a $1,000 grant for a tutor-companion during his senior year in high school. This grant enabled him to experience a greater range of acadmeic skills and social experiences than would otherwise have been the case.

A great many more deaf-blind can have a near normal life, such as my son, if given the opportunity. However, I do not have to tell you, gentlemen, that such endeavors require substantial funding.

Although your authorization for appropriations in S. 725 go a long way toward meeting the objectives to which I have spoken, it is my opinion that educational services alone, if properly funded, would run as high as $50 to $60 million a year. Therefore, if the deaf-blind are to be properly served, additional money will have to be secured, either through local, State, or Federal sources.

Again, the Congress is to be commended for its interest and concern in the welfare of the deaf-blind. Let me assure you that there are thousands of parents of the deaf-blind across this Nation looking to you gentlemen to help lessen the load which is their daily lot. The disability which Senator Randolph characterized as the most "cruel handicap."

Thank you.

Mr. **Beard.** Thank you very much, Mr. Petty.

Mr. **Cardiff.** I am Gary Cardiff, from Bismarck, N.D. I am a parent of a handicapped child. She, among her handicaps, has a vision and hearing problem. She is classified as deaf-blind. She goes to school in North Dakota at the school for the blind, which is 250 miles away from our home. It is hard on the family for the fact she must go far away.

The local educational agency feels that they cannot put together sufficient funds to have the same type of a program as they have up there. We feel it is an extremely adequate program. It is traumatic enough for a parent to have a child who is handicapped, but to have a child and that child be handicapped and the other children who are handicapped be allowed to go to school in the local area and your handicapped must go 250 miles away is really quite distressing.

In fact, what is even more distressing is the fact that some children have still as yet not been served with any program. We feel that Carolyn is quite fortunate. The maximum utilization of the resources that are available there now have, I think, allowed them to develop a program at the school through the moneys provided through the deaf-blind regional centers and the provisions of 91–230, an adequate program. It is not to say that it is the ultimate program and is not satisfactory on the projected needs of the future, but at this time it is an adequate program.

I would like to turn from my daughter's situation to the situation of another parent or set of parents that I had conversations with this weekend in a midwestern State when I had the opportunity to meet with them. They have a 7-year-old boy in a program in that State. It is a very small town—you were talking about small towns, 600,000 is a major city—650,000 is over the population of the entire State of North Dakota. But this town they live in has about 300 people. They have a school district that they share unified with another small town.

He is in a program right now being bused to a day care center. The only real training that he gets at 7 years old is some toilet training. Eventually he will be toilet trained. He isn't as yet. The parents are really concerned about that.

At the same meeting we had opportunity to sit down with the State agency director and we posted a lot of questions to him, these parents and my self. What in effect came out was the State education director said the State didn't have any more money to put in any programs so they would have to decide if they wanted to send their son—and the nearest program was about 150 miles away—or if they were going to keep him at home.

I guess I could go on and illustrate other examples, for having been a lot of places, these don't serve a lot of purposes. The bottom line is what action the Members of the House are going to take on the bill and these type of programs. Are these going to be allowed to continue adequately funded?

Bob made reference to services that are absolutely necessary in the multiple handicapped, particularly deaf-blindness. I guess there has been a lot of discussion about 94–142, and Bob mentioned several times here today opportunities to be in other meetings with State education directors of other States.

The general feeling is, with the mandate provided in 94–142 to immediately get on the unserved and underserved, it is going to mean the existing programs that are funded from other than State agency funds and State funds are still going to have to be maintained through the provisions of S. 725 and the subsequent amendments. So we feel it is what we have that is going to be maintained, at least for a period of time, to allow the State education agencies to get into it more fully.

They have made some tremendously lengthy strides in this, but we want to continue to see them and have the opportunity without hurting the kids. Really, the favorable action by the House of Representatives, this subcommittee and the full committee, would reemphasize the importance of the rights of severely handicapped children to education.

Mr. Beard. I don't think you will have any trouble with the committee. I doubt you would have any trouble on the floor of the Congress, in the House.

Mr. Cardiff. We appreciate that.

Mr. Beard. The child travels 250 miles?

Mr. **Cardiff.** One way.

Mr. **Beard.** It is like a boarding school?

Mr. **Cardiff.** The school has dormitory facilities. One of the interesting things, and oftentimes I don't get a chance to bring it up, but the school actually closes down 10 times a year for vacations, holidays, and the staff just mainly need a rest, too. It costs us personally, our family, about $2,000 a year. I have to take annual leave from my job to go up there on a Friday morning. I drive up there and pick her up and drive her back. The school may be out for a week or so, consequently we go up there and drive her back. It is really an expensive proposition.

These are some of the services that Bob briefly referred to, and transportation was one of them. But it is also tiring. But, yes, that is true.

Mr. **Beard.** We will do our best. That is all we can do.

Mr. **Cardiff.** I would appreciate that. Thank you.

Mr. **Beard.** Does my colleague, Mr. Heftel, have any questions?

Mr. **Heftel.** Not at this time, thank you, Mr. Chairman.

Mr. **Beard.** Our next witness is Mary M. Wood, from Athens, Ga. Would you please state your full name and position for the record.

STATEMENT OF MARY M. WOOD, PROJECT DIRECTOR, RUTLAND CENTER DIVISION OF EXCEPTIONAL CHILDREN, UNIVERSITY OF GEORGIA, SCHOOL OF EDUCATION, ATHENS, GA.; ACCOMPANIED BY MURRAY BEASLEY, ATHENS, GA.

Ms. **Wood.** Mary Margaret Wood, from the University of Georgia. I have brought with me Murray Beasley, from Athens, Ga.

Mr. **Beard.** Do you have a prepared statement?

Ms. **Wood.** Yes; I have. I would like to be able to submit it for the official record. I will try to keep my remarks to 5 minutes.

I thank you for the opportunity to appear before your subcommittee. My remarks are drawn from over 10 years of work with severely emotionally disturbed and multihandicapped pre-school and school-age children. I have been a director of a model project funded through discretionary funds through the legislation, and I have provided technical assistance and outreach to almost every State in the United States.

In addition, I have been actively involved in the preparation of teachers of emotionally disturbed and autistic children and involved in the evaluation and research into the progress of children and their treatment.

What I have learned from these 10 years is something about the importance of Federal discretionary funds and that is they are essential if we are to do three things to solve the problems we have. The unknown and somewhat ineffective procedures we are still using with some handicapped children, if we are going to get and develop training personnel, and if we are to expand our knowledge base. My written statement describes all of this in great detail.

I would like to make six particular points. First: I would like to illustrate the impact of discretionary funds in Georgia on local, State, and national programs. Then: I would like to advocate for continued emphasis for a continuum between preschool special projects and preschool projects which tend to fractionate perhaps too much.

I would like to advocate an emphasis on preschool handicapped. Fourth: I would like to endorse the continued support of the model project personnel training and expansion of our knowledge base.

Fifth: I would like to see a new provision in the bill which would allow the concurrent utilization of various sections to address one problem. As they stand now—it is either part E, D, F, or G, but every one of the sections can be brought to bear on a particular problem. This would help us in the field greatly.

Finally: I would like to ask for something outside of the legislative parameters that we are addressing today. I would like to ask you to consider it—maybe you have—the work on the Community Health Act. We have a duplication of service in the country of services provided to the emotionally disturbed and special education programs being developed under Public Law 94–142. This is a duplication of services resulting from a dual delivery system as a lack of coordination at a client level.

I don't know how you can do it, but it would be wonderful if you could. We started our model project in 1970. At that time, less than 10 percent of all emotionally disturbed children were being served in Georgia. There is a description of that in the paper.

Today, as a direct result of the Federal discretionary funded project, we have developed a network in Georgia that serves 100 percent of the severely emotionally disturbed children between birth and age 14. And not only that, but it is supported by nearly $6 million of State funds, but not requiring the allocation of 174 additional teachers. That can be laid to the work of the discretionary model that was started in 1970 through the bill.

Not only have we made an impact in Georgia, but nationally we have made an impact through the same funds. A total of 1,448 preschool, handicapped children, previously unserved or underserved outside of Georgia, receive services at 53 separate sites.

Perhaps the most important point to make here is that for every dollar of discretionary funds that was supplied through the funding, the States returned $3.25 of their own money not required by law but through the stimulation and conviction expressed, the model project can help them meet the needs of the handicapped children.

One last point: What is the service of the discretionary funding in Public Law 94–142? This otherwise very excellent piece of legislation has two problems. At least one is the preschool provision, and the States are unwilling or unable to fully fund or to meet the goal of Federal adequate education for all children.

The second is the inadequate incentive grants. They are inadequate in numbers to help the States do this, as I see it, because of these two weaknesses, the preschool provision and the inadequate grants.

In order to fully meet the standards of handicapped children, we must continue to have discretionary funding. It is the way we can solve the problems and show the States we can do the job. Without it, the States will not rise to the children below age 6.

[Statement of Mary Margaret Wood follows:]

Statement by
Mary Margaret Wood
Professor, Special Education
The University of Georgia
Before the
Subcommittee on Select Education
John Brademas, Chairman
United States House of Representatives
Monday, May 2, 1977
9:30 a.m.

Mr. Chairman:

It is an honor to appear before your Subcommittee concerning the extension of discretionary grant programs in the Education of the Handicapped Act. This legislation represents a most significant link between recognized needs and the implementation of full service. It is the means by which we solve problems, develop new models for service, and prepare personnel skilled in these new approaches.

My remarks are drawn from ten years of direct experience in providing services to severely emotionally disturbed and multi-handicapped young children. I have been the developer and director of an OE/BEH Model Project, supported with discretionary funds under P.L. 93-380, and have provided technical assistance and outreach to numerous programs for severely emotionally disturbed children throughout the United States. In addition to my direct involvement with service delivery programs, I have had a continuing responsibility for the preparation of personnel, for evaluation of progress of children, and for the training of teachers.

If the States are to accomplish the goal of P.L. 94-142, an adequate education for all handicapped children, they must face many unsolved problems. New knowledge must be found and new educational procedures for training skilled personnel developed. The effectiveness of this training must be demonstrated. These responsibilities can not be left to chance, nor to each State Education Agency operating autonomously. The most suitable way to address these needs is through the Public Law under consideration. I would like to make the following recommendations concerning this legislation.

RECOMMENDATIONS

1. Model Projects for Preschool Education (Part C, Sec. 623).
   a. Increased funding is needed for exemplary model projects which have proven effective, so that they can provide outreach, technical assistance, and staff development.
   b. More model projects are needed for the age group from birth to three years.

2. Personnel Preparation (Part D).
   a. Increased funding is needed to train skilled personnel in understaffed areas such as severely emotionally disturbed, severely multihandicapped, profoundly handicapped, learning disabled and preschool handicapped.
   b. More special projects are needed which link newly developed educational practices and model projects with established training programs.
   c. Block grants need to be continued for training institutions which can clearly document training effectiveness and a responsiveness to current needs and practices in the classroom.

3. Research (Part E).
   a. Increased funding is needed for field-based research.
   b. More projects are needed which study current educational problems and provide a mechanism for feedback of results to teachers.

4. Special Demonstrations (Part G).
   More demonstration projects similar to the Model Project in Part C for preschool are needed for school aged and post secondary groups in every handicapped area.

5. Combining Sections of the Law.
   There should be a provision in the law which permits the concurrent utilization of all of its sections. This recommendation is the most important because it recognizes that each section of the law provides a particular element each of which is essential to a comprehensive approach to the problems of educating the handicapped. (See Figure 1 for an illustration of how sections of the Law should be integrated with each other.)

These five recommendations have grown from the experience of developing and operating an actual Model Project over the past seven years. What follows is a description of this experience and what was learned from it.

AN ILLUSTRATION OF THE SUCCESS OF DISCRETIONARY FUNDS

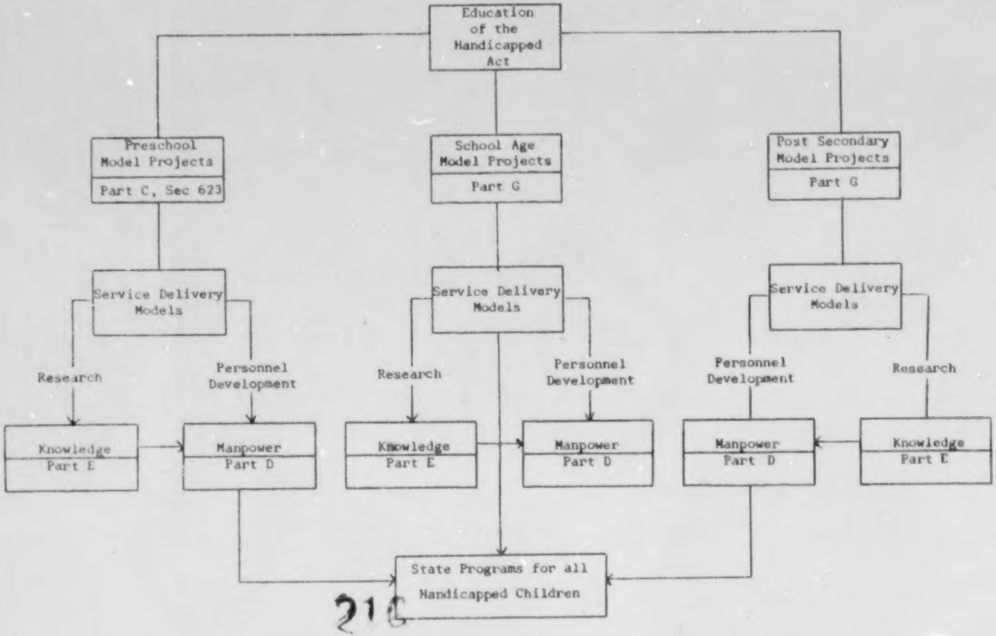
The Rutland Center-Developmental Therapy Model Project

To illustrate the impact of federal discretionary funds let me trace the effect of a demonstration project in Georgia from 1970 to the present. Consider the conditions at that time in Georgia. A fact sheet used in 1970 to alert state legislators and citizens to the crisis in services for emotionally disturbed children is illustrated in Chart 1. Please note that while Georgia has improved upon these conditions significantly, there are many other states in the nation whose situation today is much the same as Georgia's in 1970.

Because of the disturbing lack of services to emotionally disturbed children, a model project was designed as a community based program of psychological and educational services to children with severe emotional disturbances. The project was called the Rutland Center-Developmental Therapy model and was designed to serve handicapped children from birth to age fourteen in a thirteen county area in Georgia. At that time, Georgia had no programs or plans for services to preschool children. Therefore, the project design was separated into preschool and school age components. The preschool component was submitted to the Bureau of Education for the Handicapped and subsequently funded. In three years it became a validated model for national dissemination, approved by the United States Office of Education, National Institute of Education, Dissemination and Review Panel.

Figure 1

How Sections of the Law Should Be Integrated With Each Other


Education of the Handicapped Act
Preschool Model Projects
Part C, Sec 623
School Age Model Projects
Part G
Post Secondary Model Projects
Part G
Service Delivery Models
Service Delivery Models
Service Delivery Models
Research
Personnel Development
Research
Personnel Development
Personnel Development
Research
Knowledge
Part E
Manpower
Part D
Knowledge
Part E
Manpower
Part D
Manpower
Part D
Knowledge
Part E
State Programs for all Handicapped Children

The school age component of the model was funded for demonstration in 1970 by the Georgia General Assembly with state funds made available to the Georgia Department of Education. Both components began simultaneously and were developed as a unified program.*

The original proposals included as an objective the establishing of satellite centers in other areas of the state. The idea was to provide answers to the questions that state legislators were asking, "Does it work? What does it cost? Will it get the job done in other parts of the state? What you are doing is great, but will it work anywhere else? Can others do it with as much success?" In short, documentation of child progress, replication, demonstration, dissemination, and staff training were major concerns from the beginning.

As noted in Chart 1, the need for services was incredible. The fact sheet was circulated to citizens state-wide who were involved in the Mental Health Association. It was also circulated to key state legislators. Perhaps most important, this sheet was part of a report prepared by the project staff and submitted to a special group appointed by Governor Jimmy Carter and called "The Governors Commission to Improve Services for Mentally and Emotionally Handicapped Georgians". This report represented the beginning of actual support from the Governor, state legislators, and concerned citizens.

By spending many, many hours talking to groups and individuals throughout the state, thirteen guidelines emerged as the basis of a state plan around which concerned agencies, groups, and individuals could rally. These guidelines also served as the basis for developing the Model Project which eventually became the prototype for the Georgia Psychoeducational Center Network.*

1. The program should clearly distinguish mental health services for children from services for adults.
2. The program should reduce the need for hospital and residential care for young children by keeping children with their families while receiving services.
3. The program should serve children from birth to age 14.
4. The program should keep families actively involved in supportive ways.

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*During the three years of model development (1970-1973) BEH granted $307,460 for the preschool component (P.L. 93-380) and the State of Georgia $750,000, for the school age component.

*Currently, the Georgia Psychoeducational Center Network is fully developed and serves the entire state, with 24 major centers and numerous rural outposts. In the year 1976-1977, over 7492 seriously emotionally disturbed children and their families received services. It is important to note that since 1974 the funding for the Network has been entirely supported by State dollars. The 1977-1978 line item grant for the Network is $5,727,467 plus 174 special education teachers assigned to the Network.

Chart 1

Fact Sheet Prepared to Stimulate the Interest of Legislators and Citizens in the Critical Need for Services in 1970

DID YOU KNOW THAT:

- 30,300 Georgia Children (ages 0-17) need help with their serious emotional and behavioral problems.

- only 10% of Georgia children (0-17) needing special help are receiving professional help with their serious emotional and behavioral problems.

- only 124 preschool age (0-7) children having serious emotional and behavioral problems were served in 1970 and this represents 2.0% of those needing services.

- 95,584 children were born in 1970 in Georgia; 2,150 (2.25%) will have serious emotional and behavioral problems by the time they enter school.

- of the eight major residential institutions sponsored by the State of Georgia for mentally retarded and emotionally disturbed children and/or adults, only four offer services specifically for children with problems of behavior disorders or emotional disturbance.

- only 8 of 63 psychiatric outpatient clinics in the State of Georgia serve primarily child populations.

- 75% of children receiving services from outpatient psychiatric clinics are receiving such services from predominantly adult-oriented clinics.

- 25% of the children receiving treatment from outpatient psychiatric clinics received such treatment from predominantly child-oriented clinics.

- Central State Hospital has 1 1/2 times as many mentally retarded children in residence as it has behaviorally disordered and emotionally disturbed.

- of the 291 emotionally disturbed and behaviorally disordered children (0-17) at Central State Hospital, only 62 (21%) participate in a Special Education Program both because of a lack of teachers, and a lack of funds.

- only 41% of the emotionally disturbed children (0-17) at Central State Hospital are housed in "child-only" wards.

- the eight residential institutions sponsored by the State of Georgia treat 9 times as many mentally retarded as emotionally disturbed children.

As the model now exists there is continuity of service, so that a child entering at a preschool age and needing to continue services can do so without any abrupt change in service delivery or treatment style.

Impact outside of Georgia

Since 1973, the Model Project also has been funded by OE/BEH (through the Handicapped Children's Early Education Program) to continue its outreach and technical assistance services outside the State of Georgia. Dramatic results are evident. A total of 1448 preschool handicapped children previously unserved or underserved outside of Georgia receive services at 53 separate sites. An additional 897 preschool handicapped children were served in 40 programs reporting utilization of the model but not requesting outreach assistance. Perhaps even more important, for each dollar BEH/HCEEP invested in this outreach effort ($354,955) a return of $3.25 state program dollars was realized from 13 of the sites outside of Georgia. It is important to note that this local contribution was not required by law but was a condition of the outreach design for agencies seeking to receive the outreach service.

At the present time there are "high fidelity" utilization sites in the following communities:

Greensboro Outpost
   Greensboro, Alabama

West Alabama Children's Center
   Tuscaloosa, Alabama

Program for the Educationally Handicapped/Autistic
   Los Angeles, California

Mid-Coast Regional Learning Center
   Bath, Maine

Central Aroostook Child Development Center
   Caribou, Maine

Rutland Program
   St. Paul, Minnesota

Jowonio-The Learning Place
   Syracuse, New York

Head Start Child Development Program of Lancaster County
   Lancaster, Pennsylvania

Lancaster-Lebanon Intermediate Unit No. 13
   Lancaster, Pennsylvania

Urban League
   Columbia, South Carolina

Comprehensive Child Development Program
   Greenville, South Carolina

Comprehensive Day Care Program
   Seneca, South Carolina

Oconee Psychoeducational Center
West Union, South Carolina

Bledsoe County Development Center
Pikeville, Tennessee

The Children's Center
Salt Lake City, Utah

Putnam Heights Achievement Center
Eau Claire, Wisconsin

Southeastern Mental Health Center
Wilmington, North Carolina

International Considerations

Because of their proven effectiveness in the education of handicapped young children, all of the validated BEH/HCEEP Model Projects have been studied by educators in numerous foreign countries. Such international exchanges of information continue to be an important way for this nation to build bonds of good will with other countries. This also illustrates the versatility of the Model Projects. Such projects are adaptable to a range of cultures and local conditions. Such exchanges should be encouraged whenever possible.

Implications for Demonstration, Training, and Research

Even with the success of this Model Project and outreach effort there are three problems to consider in the future. The first is that while funding for the demonstration project comes through authorization of Part C Section 623 (Early Childhood), the effectiveness of the preschool demonstration has produced a great number of requests for technical assistance from those serving school age children. Unfortunately, because of funding restrictions which limit the preschool staff, they cannot respond to the school age program requests even though the model is applicable to and has been successful with that age group. This is an unusual condition; that is, preschool programs are generating an increased request for services in the school age area. THIS SUGGESTS THAT MODEL DEMONSTRATIONS CONTINUE TO BE A CRITICAL NEED FOR SCHOOL AGED GROUPS.

The second problem has to do with the enormous increase in demand for training. At the present time the outreach project alone cannot respond adequately to the request for training in this model throughout the nation. In response the University of Georgia is developing a new course of study in the model and providing considerable support for this program within its own Special Education department. It is interesting to note that requests for training have come at varying degree levels: high school, baccalaureate, Masters, post-Master's, doctoral and post-doctoral. We also have information that 17 other colleges and universities teach aspects of the model. THIS SUGGESTS THAT MODEL PROJECTS AND UNIVERSITY PROGRAMS SHOULD BE LINKED.

The third area of concern is that of research. We find that the more we use this model the greater opportunities there are to both expand the body of knowledge about the development of handicapped young children and also enhance their education. We have never had such an opportunity to do research which is so directly related to the educational needs of handicapped children. For example, previously there has been little agreement about the classification and identification of severely disturbed children. Now, given the large number of severely disturbed children that are being served by this model, we are able to pool data about larger groups and study them. From research into the learning characteristics, educational needs, and development of these children, we should be able to find answers to previously unsolved questions. THIS SUGGESTS THAT MODEL PROJECTS HAVE A ROLE IN LINKING THEORY AND PRACTICE IN RESEARCH AND SHOULD BE EXPECTED TO ASSUME THIS MISSION.

WHAT WE HAVE LEARNED ABOUT THE IMPORTANCE OF FEDERAL DISCRETIONARY FUNDS

Projects supported with federal discretionary funds have the potential for simultaneously devoting resources to increasing the knowledge base, developing new program methodology, training personnel skilled in new methods, and reaching educational agencies in many states. The States often are not in a position to develop solutions to difficult problems in educating the handicapped because their primary mission is direct service to children. Model programs take time and resources to develop, and serving large numbers of children is unrealistic during the developmental phase. On the occasions when new model programs have been developed by a State independently there is seldom the impetus or resources to disseminate the developed model to other States. This condition has led to duplicate efforts in some instances ("re-inventing the wheel") and in others, to great discrepancies in quality of service from State-to-State. The guidance provided by centrally administered federal discretionary funds serves as a safeguard against such situations.

Federal discretionary funds also have a significant contribution to make in addressing the critical problem of the number of unserved preschool handicapped. Public Law 94-142, Part B, Section 612 leaves to the States the decision of whether or not to provide programs for the three to five and nineteen to twenty-one year old populations. In Part B, Section 619 that law also provides a $300 incentive grant per child to encourage States to serve preschool children, but such grants simply do not supply enough of a stimulus to motivate the States to establish programs.*

Fully funded services for handicapped preschool children from birth on are absolutely essential. There are five current issues which can be addressed through discretionary funding:

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*The State of California, for example, grants public school systems $3,000 per autistic child.

1. Critical Unmet Needs. It can be said with certainty that the majority of preschool handicapped children in this nation are not receiving necessary services. It is reported that approximately 30% of the preschool children in need are receiving services. This means that at the time in their development when the greatest portion of personality and cognitive skills are forming, preschool handicapped children are receiving little, if any, special assistance. There is no doubt in my mind but what we are reaping the products of this default when we see so many handicapped children who fail to reach their individual potential with intervention beginning after age six.

2. Continuity of Treatment. It has been my experience that treatment of handicapped preschool children is essential to the successful treatment of older, school age children. If States do not voluntarily institute programs for handicapped preschoolers, their mandated programs for handicapped school age children will not function as effectively as might otherwise be the case.

3. Utilization of Model Projects. States choosing not to establish services for the preschool handicapped population exclude themselves from interacting meaningfully with new model developments, personnel resources, and research generated by validated Model Projects.

4. Skilled Manpower Shortage. A recent survey conducted at the University of Georgia illustrates the critical lack of training programs to prepare people to work with preschool handicapped children. Returns from all of the fifty states indicate that as of March 1977 19 States have no training programs for teachers of preschool handicapped, and only 12 states have certification requirements for teachers of preschool handicapped. Personnel preparation efforts need to be closely affiliated with the rapid developments in the field, particularly from the Model Projects. Each of the Model Projects potentially has much to contribute to the preparation of skilled personnel. Yet to date knowledge about these validated Model Projects is flowing rather slowly into the college and university training programs.

5. Knowledge Base. Recently BEH, in collaboration with professionals in the field, has developed eight important priorities for an expansion of the knowledge base as related to the education of preschool handicapped children. These eight areas are:

   (a) Develop or improve methods of identifying and intervening with children who are at risk for handicapping condition(s).

(b) Curriculum development/improvement for infants (birth to 36 months) who have either visual, hearing, or severe/profound/multiple handicaps (which are identifiable at birth or shortly thereafter).

(c) Curriculum development/improvement studies for children between the age of three and five years.

(d) Comparative studies of various intervention models for handicapped children age three to five years.

(e) Studies of instructional decision rules used by teachers and parents.

(f) Comparative studies of home versus center based educational programs.

(g) Comparative studies of various personnel characteristics, parent/guardian characteristics, staff/child ratios and staffing patterns.

(h) Comparative studies of the effects of educating handicapped children with and apart from non-handicapped children.

The same needs exist for field-based research with school aged handicapped children. Until the field has definitive knowledge about each of these eight topics, we cannot adequately meet the goal of education for all handicapped children.

It is clearly evident that the need for fully funded services for handicapped preschoolers is critical. It is also evident that the States are reluctant or are unable to make funds available for programs to help the preschool handicapped. Therefore, in order for Public Law 94-142's overall goal to function as Congress has intended, the individual States should be more strongly encouraged to establish preschool programs. Increased incentive grants from P.L. 94-142, Section 619 and the utilization of program models, skilled personnel, and the knowledge base produced through discretionary funds are the logical sources of such support. It seems evident that at the present there are no other avenues for responding to needs of the preschool handicapped. For this reason federal discretionary funds should be increased. This is perhaps the most cogent reason for increasing the funding of this legislation.

Ms. **Woods**. I have brought with me Murray Beasley, from Athens, Ga., who can share with you some of his experiences as a child who grew up before this program was available. I have asked Murray if he would share with you three things, how it felt to be a child with a special need when he was very young; second, what he feels needs to be done for these children; and, finally, what his goals are for the future or what he would like to see in the future.

Murray, would you want to start?

Mr. **Beasley**. Without help, it started back when I was about 4, when I was having trouble. It was awful. I felt like the world was passing me by. In my own family, my brothers and sisters rejected me as if there was something different about me. I wanted to go around with them. But I stayed away from them to keep from being hurt. They seemed to reject me.

I thought as the years go by that it would cure it, but it never did do so. When I got to be about 8 years old, I was in school then. HEW started helping me on special stuff there, such as reading. I could not speak plain in some words. It started me on that. It was lagging me in school. It seemed to cause more harm than good, but I knew I needed help. It seemed to hinder my problem at the time. I needed help but I did not know what kind. All I needed was some attention and not be someone to be pushed off in a corner and left there to stay for awhile and then brought back.

Ms. **Wood**. What do you think would have helped [illegible]u or what skills or tools do you need now to face the future?

Mr. **Beasley**. For me, it is to learn a trade. I am without a trade and without an education because of my problems in the past. It cost me my education. When I was in the fourth grade, I was kicked out of school because they said I was giving the teacher too much trouble. That teacher did not realize what was actually wrong with me or what my problems were.

Ms. **Wood**. Thank you, Murray.

Mr. **Beard**. Thank you very much for your input into this. We appreciate it very much.

Let me tell you something. I think the true mark of an educated man is the realization of how little he knows. That is the bottom line of this.

Thank you very much.

Mr. **Beard**. Our next witness is Mr. Timothy Crowner, from Madison, Wis.

STATEMENT OF TIMOTHY CROWNER, PROJECT DIRECTOR, MADISON PUBLIC SCHOOLS, PROGRAM FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH, MADISON, WIS.; ACCOMPANIED BY DEBBIE BINDL, MADISON, WIS.

Mr. **Crowner**. I am Timothy Crowner, from Madison, Wis. I have with me Debbie Bindl, who is a parent of a child in the public schools in Madison. I have prepared remarks. They have been submitted to the committee. I will summarize and try to make my point.

Mr. **Beard**. Your prepared remarks will be inserted in the record.

Mr. **Crowner**. We are here to support the discretionary funding that is used to support model demonstration centers for the severely and profoundly handicapped. In order for you to understand what we mean by that, I would like to read a brief definition—we use the definition locally, it is not a national definition—so we can sort this population out from the other populations of the severely and profoundly handicapped, that population of handicapped individuals in which the degree or intensities of the handicapped is such that traditional educational and therapeutic strategies designed to habilitate or compensate for a specific handicapping condition are not effective.

At its base, this population includes individuals who are unable to sustain their own lives without extraordinary medical interventions, and its ceiling are individuals who, but for some intervening characteristics are quite similar to other individuals with a given handicap. Particular intervening characteristics are manifested by an inability or unwillingness to communicate effectively under any conditions, some specific behavior which is so intense that it precludes involvement in society without extraordinary restrictions on society or the individual, and/or the absence of a behavior which is essential to maintenance of an individual within the community.

Our program is called the Madison Alternative For Zero Exclusion. What is meant is we don't exclude any child from a public education regardless of whether or not it requires sustaining the person with the handicap.

In the first 3 years of operation of the program, we have rejected no children. The idea of our project was to demonstrate, regardless of the handicapping condition, they could be educated in a local education agency. We are not affiliated with the university or any large college. We are a local educational agency. We think we have proven this.

I won't go into a large description of our projects to you, but it has been so effective that this fall we will close our special self-contained school and the handicapped persons within those areas once served in the special school will be educated in the regular schools with their normal peers.

I think the point I want to make is that there is always a gap between technology and the application of that technology. In this particular area, there is a tremendous gap and that gap has existed ever since I can remember.

When I was a youngster, I had a severely retarded brother 5 years old that was institutionalized in a large institution in Michigan. That didn't have to happen because the technology to avoid that was there.

Today we have the technology to help children with even more severe conditions but it is not being put to use and operated at the local level. The MAZE project demonstrates that. However, the Madison metropolitan school district is just one small local school district in the midwest. MAZE does not claim that its accomplishments could be replicated as a whole in another school district. The zero exclusion basis requires an intensive relationship between our school districts and other districts which would like to do this. We are one of the very few school districts that has the kind of discretionary Federal money.

At the end of this year, the LEA will be picking up the program which originally started under the discretionary funds under this legislation. We felt that it would be impossible for Madison to work too far beyond the State of Wisconsin for replication purposes. We believe there must be continued discretionary funds to fund a model demonstration center in every State.

[Written testimony of Timothy Crowner follows:]

Madison Metropolitan School District

Douglas S. Ritchie, Superintendent

545 West Dayton Street
Madison, Wisconsin 53703

TO: John Brademas, Chairman, Subcommittee on Select Education

FROM: Tim Crowner, Coordinator of Specialized Educational Services

RE: Written Testimony Concerning the Extension of the Handicapped Act

This testimony is on behalf of Senate Bill 725, Extension of the Discretionary Components of the Education of the Handicapped Act. Specific support is extended to the section of Part C, that provides for model centers for the severely handicapped. The witness supports this aspect of the bill based on his experiences as a director of a model demonstration center for the severely and profoundly handicapped, entitled The Madison Alternative For Zero Exclusion (MAZE). MAZE is operated within the Madison Metropolitan School District, (MMSD), Madison, Wisconsin. Its purpose is to demonstrate that severely and profoundly handicapped persons could be educated in a public school setting.

From August 1974 to the present MMSD, through the MAZE Project, has accepted all students into the school district regardless of the degree or nature of their handicap. MAZE operationally defines the population of severely and profoundly handicapped as:

> That population of handicapped individuals in which the degree or intensity of the handicap is such that traditional educational and therapeutic strategies

> designed to habilitate or compensate for a specific handicapping condition are not effective: At its base this population includes individuals who are unable to sustain their own lives without extraordinary medical interventions, and at its ceiling are individuals who, but for some intervening characteristic are quite similar to other individuals with a given handicap. Particular intervening characteristics are manifested by an inability or unwillingness to communicate effectively under any conditions, some specific behavior which is so intense that it precludes involvement in society without extraordinary restrictions on society or the individual, and/or the absence of a behavior which is essential to maintenance of an individual within the community.

Over the three year history of the MAZE Project, MMSD has developed such innovative approaches to the education of the severely and profoundly handicapped that, as of the fall of 1977, MMSD will close down its isolated special education school (Badger). All the children once served in the "special school" will be educated in regular schools along with their normal peers. Children who once would have faced a dismal and dehumanizing lifetime in an institution may now be allowed to go to school right along with normal children. MAZE has demonstrated that this is a realistic expectation.

MAZE does not claim that its accomplishments could be replicated as a whole in another school district. However, many of the strategies, processes, instructional programs, and staffing patterns have and will prove useful to other school districts. For example, MAZE is currently working with a major school district in Michigan to assist them in deciding whether or not to build an isolated school for handicapped children.

Unfortunately, MMSD is only one local school district in the middle west and cannot realistically reach teachers, administrators, and parents in many other states. Thus, other model centers must be funded in order to provide examples of how to educate severely and profoundly handicapped students in public schools. To be effective in helping other districts, intense relationships between the model center and other district must be engaged. Based on the MAZE experience we would recommend that a model center be developed in at least one local education agency in every state. Without this action, many severely and profoundly handicapped students may face a dismal future indeed.

Confirming Signature:

T. Timothy Crowner

T. Timothy Crowner, Ph.D.
Coordinator of Specialized Educational Services

cc: Dr. Lee Gruenewald, Director, Specialized Educational Services
    Madison Metropolitan School District, Madison, Wisconsin
  Dr. Douglas Ritchie, Superintendent, Madison Metropolitan School District, Madison, Wisconsin
  Dr. Phil Jones, Assistant Superintendent for Handicapped Children, State Department of Public Instruction, Madison, Wisconsin

Mr. Crowner. With that, I would like Debbie to talk about the kind of experiences there are when the discretionary funds come in.

Mrs. Bindl. My name is Deb Bindl. I am the mother of a severely handicapped, beautiful child. I am probably one of your extreme cases. I drive approximately 100 miles each day and I spend the entire day at school with my child in order for him to receive an appropriate education. Yes, I think I have the right to expect the same education in my home school district, and, yes, the MAZE project could probably be duplicated or adapted. The MAZE people spend a lot of time and effort to make it possible for other people to share what they have found.

So why does a parent that comes so far to get appropriate education encourage you to centralize the education for the severely handicapped? It is purely attitude. There would have to be such a reversal in attitudes in my local district. Mr. Kolan, a member of the board, told us that they have the responsibility to transport but felt that we the parents should assume the full cost of the transportation. My husband and I are already paying an aide to help me transport besides giving her our car to go to her own school.

Mrs. Elmer, a board member, told us that she thought we were not assuming enough of the expense. There was no mention of the taxes that we pay or will be paying for the rest of our lives.

Mr. Mehr, the coordinator for handicapped education, thought that after John's school had started was soon enough to have a meeting about John's transportation. Mr. Hock, the superintendent, of course, did not even know the date his school would be starting. The tales could go on, but I want to tell you the joys a mother has when her child receives an appropriate education in a MAZE project at Badger or Lapham.

If you walk into the school at the beginning of the day, you will see the children being greeted by everyone in the hall, not just by their own teacher. You feel like a human being again, worthy of love and worthy of the right to be living. I had always thought of special education as a babysitting service, but the MAZE teachers teach them what they need to know in order to function as well as possible in their lives. There is no babysitting service in the MAZE project.

From other parents in other communities, we have learned that some of the communities are careful to teach the retarded and handicapped people job skills, but they do have a life beyond that, social and living skills are equally important for their sense of importance and of belonging. You want to be able to go into a restaurant and eat without becoming a feature attraction. This can't obviously be done without preparation and actual experience. Many of us parents are frightened to do this. I have been attacked verbally in restaurants, in schools where the parents have chickened out.

As you walk through Badger, you may hear a teacher saying "I am hungry. What can I have for breakfast?" Where is she? She is not in a classroom but in a kitchen with all the props. These children are not going to be tied to cold cereal or cold sandwiches for the rest of their lives. Some of the older students are in physical education, but on Monday they go out into the community where they have to function and learn activities like going rollerskating, bowling, golfing, leisure skills they will be able to use in their later life to take up some of the time between their jobs and the time they need to sleep. If it is in the gym, it is not an adult gym, it is a brightly painted gym with Snoopy characters.

You walk into the teachers' lounge, it shouldn't be called a lounge, it should be called a workshop. Help is asked for and information is shared. If there is a skill to be learned, they ask how can they present it. The children are allowed to have fun. How many different objectives can they incorporate into one skill? Dianne needs the motion of her arms moving up and across her head to prevent back problems. This is the same motion used for weaving. She not only gets her therapy without getting bored, but she has a product to show for it. The emotional needs of these children are also considered.

Badger schools are very innovative. The children were taught sign language and a roar went up from the parents. The children were so into learning new signs that much great progress was made in their speech. There was one child—they were working on two-word sentences in one mealtime. Out comes, "More milk, please," twice within the same mealtime.

Graduation was very special. Each child was introduced, his accomplishments listed and future plans given. We were made to feel special and like a worthy human being. We are treated not just as human beings, but with such dignity in a MAZE project. We know that every child will have the fullest life that the school system could possibly prepare them for. It is a matter of attitude.

Mr. Crowner. Many of the children are now ready for vocational placement. Some people say to us why get into that if productivity on the part of the individual isn't a goal. What are you going to do? They can't contribute. If you consider contribution for one's self, one's own needs, a contribution to society, the more they are sustaining themselves, their mission in life, in the community, regardless if they will become a working individual, is still a valuable one and the value of the individual goes without question.

Mr. Beard. Everything I have heard today concerns distance, the families have to travel great distances. It says in this country, every child has a right to an education, but if you are handicapped——

Mr. Crowner. Distance is directly related to attitude. This is why I have been a special educator. This year I have reached a conclusion that there is nothing sacred about what educators can be offered. What I know can be taught to you or anyone else in this room. All educators could have the information we have, and I foresee a public school system that will have a program that accepts all children.

Mr. Beard. The difficulty sometimes is the law is passed here, but by the time they get the regulations of the law and by the time the law arrives at the state and the community level, you don't recognize the law as it was passed. Somehow we have to get together, the local towns, the citizens, the state and the Federal bureaucracy down here, to control this thing. You should not have to travel 150 or 200 miles, which one of the other witnesses had to travel. Suppose you didn't have a car?

Mrs. **Bindl.** They don't even want to transport. It is not only the education.

Mr. **Beard.** If things are that bad, you should raise some hell about it. Who is your Congressman down here, Mr. Proxmire, Mr. Kastenmeier? Chase them up a little bit and tell them to get on the ball.

Mrs. **Bindl.** I have received help from the Madison School District. This is the third time that I am screaming discrimination. I have gotten as far as going to Madison to be able to get help before, even in the Department of Public Instruction. I am still getting it.

Mr. **Beard.** You keep up the spirit of the fight all the way.

Mr. **Crowner.** There is more to this problem than the problem of transportation and simply the inconvenience of it.

Mr. **Beard.** It is very difficult. Sometimes you need special transportation.

Mrs. **Bindl.** Being transported for very specific therapy, you can perhaps spend a whole day for therapy. The buses are inadequate. You ride for an hour and a half. It is all the drain that you have, bringing the child to the program and the unsatisfactory conditions of the bus ride.

Mr. **Heftel.** I don't know if it is a question or an observation, but about 12 years ago, for a variety of reasons, I became involved in an attempt to see a school for children with learning disabilities. This handicap is more difficult in many ways because somewhere between 5 and 10 percent of all of children have some degree of learning disability. Sometimes by the time we focus on the fact that a child has a problem, the child has been lost by age 9 or 10, and the personality damage, and the negative self-esteem and self-image has set in.

At the time I asked for textbook material. Mr. Chairman, 12 years ago there was not a textbook on learning disabilities. The best I could come up with was a seminar paper that had been presented by educators across the country. You made a statement about the day we will communicate this information to all of those whom we would educate. I think that this is probably where we have to start focusing; namely, that when a person decides to become an educator, as a condition of that person's receiving a degree, a certificate to teach would include training for learning disabilities as well as the obvious handicaps.

My question to you, since you are from Madison, Wis.—and I once was in a cadet detachment at the University of Wisconsin—how do you perceive the training programs in schools of education training teachers and administrators who will emerge from the educational process with this kind of understanding? What about these programs rather than those where lay members of the community and others, to try and educate these teachers after they have already completed their education?

Mr. **Crowner.** Fortunately, there is a teacher trainer here, so if she doesn't like my position she can give you different information. I feel in the future we have to redirect funding away from preservice training and inservice training. We are in a much different position in public education today than we were 10 years ago, and we are not getting—for example, I am an administrator at a local level.

I used to get a 20-percent turnover in teachers. Now I have to retrain the same teachers. I don't have any more jobs to offer.

Mr. **Heftel.** So if you don't train these people inservice, as it were, you wouldn't be able to take advantage of it.

Mr. **Crowner.** I think education which encourages relationships between local education agencies, universities and colleges is an extremely important direction for you to take.

Mrs. **Bindl.** There are some very exciting and dynamic things happening in education of the handicapped people, such as we saw this morning, giving the information back to the colleges and universities and being incorporated as they are being developed in the field is equally important. If you shift your support outside of the universities, we are going to be asking the local educational agency to train people, in addition to serving children, and I think that is too much to ask for.

Mr. **Crowner.** I think what we are looking for is interaction. This is why I ask for a section in the bill to combine parts to solve a particular problem. That illustrates the point of a model project such as this funded under part D, so they can be funded under part F research to begin to look at what happens to children served in the models and being able to combine different sections of the bill. But it has to be done not to the exclusion of preservice, otherwise we are going to turn out teachers that don't know anything.

Mr. **Heftel.** This is the key we have to focus on, I think. This committee has to come up with its own findings, Mr. Chairman. Those who educate the teachers and administrators need to become cognizant of this facet of training, otherwise we will always be playing a very big game of catch-up, which is almost impossible.

Mr. **Crowner.** One more thing has to be said in regard to your remark. If you are going to move in this direction, you have to realize that information exists within a university that is not as palatable, and you are going to have to have provisions to assist a teacher-trainer that will become better inservice education. A lot of the information available is so technical and difficult to comprehend because it isn't packaged properly. The trainer has not been taught how to present it.

Now, what is inservice education? We bring somebody in, one individual. They run a workshop. Half of what they teach is not relevant to specific needs. I see the Federal Government having a role to play in brokerage, that is, getting the proper information to fill that need. There is a massive amount of information, but a lot of it that gets delivered to the local level is not relevant. Brokerage and packaging the information is very important to make it understood and digestable by the parents and the regular classroom teachers.

Mr. **Heftel.** What you are implying is it is very difficult because you are suggesting somehow this Federal system try to explain to the educators, the universities and the colleges of America, how to do their job. They are not in fact in this total array of disability, doing their job. I don't know how we as a Federal establishment will be able to penetrate that failing within the educational process at the university level.

Mr. CROWNER. I am treasurer of the National Association for the Severely and Profoundly Handicapped. We are very interested in developing competency tests and we are very interested in getting standards of the training programs requests for proposals to give agencies within a State to look a little bit at the quality control and delivery of information. Seeing the information that is different, that is relevant to a problem, is something that would be operated at the State level with discretionary funds. I don't know of any examples of that occurring right now.

Mr. HEFTEL. Thank you very much.

Mr. BEARD. Thank you very, very much. We appreciate all of your input.

The next witnesses will be Deborah Murphy and William C. Chasey.

STATEMENT OF DEBORAH A. MURPHY, PROJECT DIRECTOR, LEARNING DISABILITIES, OKLAHOMA CHILDREN'S SERVICES DEMONSTRATION CENTER, CUSHING, OKLA.; ACCOMPANIED BY RUTH ALMA HOLMES, MEMBER, OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER

Ms. MURPHY. Thank you, Mr. Chairman. I would also like to thank the committee for inviting me here to testify today.

My name is Deborah Murphy. I am the director of the Oklahoma title VI-G Child Service Demonstration Center for Secondary Learning Disabled Students.

Because of the time constraints that I know you have, I would like to make my comments very brief and to incorporate my written testimony into the record.

Mr. BEARD. It will be incorporated in the record at this point.

[The prepared statement of Ms. Murphy follows:]

STATEMENT OF
DEBORAH A. MURPHY
REPRESENTING
OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER
FOR
SECONDARY STUDENTS WITH LEARNING DISABILITIES
TO THE
SUBCOMMITTEE ON SELECT EDUCATION
OF THE
HOUSE OF REPRESENTATIVES COMMITTEE ON EDUCATION AND LABOR
ON
EXTENSION OF THE EDUCATION OF THE HANDICAPPED ACT

May 2, 1977

TESTIMONY

My name is Deborah A. Murphy. I am Director of the Oklahoma Title VI-G Child Service Demonstration Center for Secondary Learning Disabled Students.

My testimony here today will focus on the following points:

1. A description of these model programs funded under Title VI, Part G, Section 661 of the Education For the Handicapped Act.
2. The favorable impact that these model demonstration centers have had on the field of learning disabilities and the education of handicapped youth, and
3. The need for continued funding of the model demonstration centers, especially as the Education for All Handicapped Children Act of 1975 (P.L. 94-142) requires local schools to provide free, appropriate public education for all handicapped youth by 1980.

THE TITLE VI-G PROGRAM

The field of learning disabilities is a young one. As a handicapped condition, learning disabilities has been legislatively recognized only since 1968 when the National Advisory Committee on the Handicapped recommended to Congress the establishment of model demonstration centers to develop programs to serve learning disabled children. The Education of the Handicapped Act (P.L. 91-230), enacted in April 1970, authorized federal support for such programs, as well as for training and research in learning disabilities, under Title VI, Part G, Section 661.

Beginning in 1971, the Program Development Branch of the Bureau of Education for the Handicapped (BEH) began making grants to appropriate educational agencies to develop model programs for the learning disabled. Throughout the five year history of Title VI-G, every state, except two, has been awarded a Child Service Demonstration Center. The forty (40) currently funded Child Service Demonstration Centers are located in twenty-nine (29) states and Puerto Rico. While the projects vary in size, emphasis, funding level and service delivery models, all are working to develop and refine model programs for learning disabled children and to diffuse those programs to schools seeking to initiate new or improve existing learning disabilities programs.

These Child Service Demonstration Centers are also engaged in varied research relating to the characteristics of the learning disabled child, effective teacher-learner interactions, the self-concept of learning disabled students, innovative affective education techniques, the impact of "mainstreaming" on these students, the evaluation of curricular methods and materials, the refinement of Individualized Educational Programs (IEPs) for learning disabled students, the impact of learning disabilities programming on regular education, and career and vocational education for this population.

While each Child Service Demonstration Center receives some portion of its funding from BEH, none of the projects operates solely with Title VI-G funds; all receive additional support from local school districts, state educational agencies or other sources. This multi-source funding pattern not only is cost-efficient, but also promotes the eventual withdrawal of federal funding without a catastrophic reduction in the services provided at the local and state levels.

Since July 1975 the Child Service Demonstration Centers have been supported with technical assistance from the National Learning Disabilities Assistance Project (NaLDAP). This technical assistance group has built with the model centers a Title VI-G Network which has been highly successful in promoting information exchange and resource sharing among the projects and, in doing so, has vastly increased the cost effectiveness of the entire national program.

EFFECTIVENESS OF THE TITLE VI-G PROGRAM

These model centers have had a favorable impact on the field of learning disabilities in many ways. Several examples will illustrate Title VI, Part G responsiveness to current educational needs and the centers' aid in guiding policy decisions. First, the model programs have employed identification procedures to obtain incidence figures of learning disabilities throughout the nation. For example, we in Oklahoma have been able to show that our procedures identify a percentage of American Indian students very close to the incidence obtained in white children. Second, another question in the field concerns the use of self-contained classrooms versus resource rooms, where the learning disabled student is integrated in the regular curriculum in subjects where the student is not deficient. Data obtained through these model programs favor the effectiveness of the less restrictive resource room over the self-contained classroom in providing appropriate education for learning disabled students. Third, the Child Service Demonstration Center project directors were the only coordinated group of professionals in the field to assemble comprehensive, field-based data on the effects the proposed regulations would have for implementing the learning disabilities portions of the Education For All Handicapped Children Act of 1975 and to present that data to BEH. One example of the Title VI-G programs' efforts in providing essential data to guide policy decisions is the current funding of BEH of one of the Minnesota Child Service Demonstration Centers. The Duluth, Minnesota Child Service Demonstration Center is based in the Northeast Regional Corrections Commission for the purpose of investigating the possible links between learning disabilities and juvenile deliquency as part of its program. The need for research in this area was strongly recommended in the recent report to Congress by the General Accounting Office entitled "Learning Disability-

The Link to Delinquency Should Be Determined, But Schools Should Do More Now" (GAO Report #66D-76-97, 4 March 1977).

Other examples include; the California project which is a state-wide system of seven Child Service Demonstration Centers around the State. These Centers serve as pilot projects for the state-wide implementation of P.L. 94-142, effectively. Presently, two programs, the New York Bilingual Supportive Child Service Demonstration Center and the Puerto Rican Child Service Center are in the process of cooperatively developing learning disabilities screening instruments in Spanish. The Connecticut project design for early identification and provision of services to grades K-3 has been adopted by the total school system and two other nearby systems as a result of the three year data indicating the rate of "graduation" from the special early program. The Oregon project has established a state-wide system of diagnostic/evaluation/teaching centers.

An objective, third-party evaluation (OE Contract #300-76-0059) of the Child Service Demonstration Center's was conducted last year by the American Institute for Research (AIR). The AIR final report, issued in December, 1976, is highly supportive of the Title VI-G Network, and speaks to the favorable impact of the Child Service Demonstration Center's on the field of learning disabilities and beyond. This report posed the definite possiblity that the model of individualization of education which serves as common thread among all the Child Service Demonstration Centers may be adopted by all special education and perhaps ultimately by education in general.

This network of model demonstration centers can be considered accountable on both qualitative and quanitative grounds. Effectiveness in terms of the quanity of services are shown by recent estimates that current Child Service Demonstration Centers programs serve nearly 40,000 learning disabled children, over 15,000 teachers are currently being trained by the projects, the Child Service Demonstration Centers developed programs are presently operating in over 1,000 replication sites across the nation. Therefore quanitative evidence is ample to show that the Child Service

Demonstration Centers are energetically providing services to this segment of the nation's handicapped population.

One still needs to inquire into the quality of the education the Child Service Demonstration Centers promote for the learning disabled youth. The Education Division of the Department of Health, Education and Welfare has set up a standing evaluation panel, called the Office of Education-National Institute of Education Joint Dissemination Review Panel (JDRP). The panel sets stringent criteria for evidence of effectiveness of innovative educational programs in providing quality education. Even given the short history of the Title VI-G programs, three Child Service Demonstration Centers have been evaluated by the Joint Dissemination Review Panel. All three have been validated by the panel. The Pennsylvania, Connecticut and Oklahoma Child Service Demonstration Centers have all passed the rigorous requirements for validation by the JDRP. Five other projects are currently preparing to appear before the validation board to be reviewed as potentially exemplary programs by USOE standards.

Since our project in Oklahoma was the first Child Service Demonstration Center to be approved by the JDRP and I'm most familar with the educational benefits of our project, I would like to mention some of our findings, which are representative of the quality of education the Child Service Demonstration Centers provide to learning disabled students throughout the country.

Learning disabled students learn at a slower rate than their non-handicapped classmates and consequently fall further and further behind as they pass through their educational years. On the average the non-handicapped students learn to read at a rate that is twice that of our learning disabled student. Our diagnostic-prescriptive approach has completely reversed that trend. The fallout of the learning disabled students' success in achieving in school is showed by marked increases also in their self-esteem and a marked reduction in their social withdrawal. What is even more hopeful is that 20% of our students will require these special services for only one year, before they can be placed completely back in the regular curriculum.

It is probably this type of success with students who have been failing for eight to ten years in school that has led to our rate of 200 letters per month for information and materials. (October 1, 1976-April, 1977, 1,400 formal written requests received by Oklahoma Child Service Demonstration Center) These formal requests have come from 42 of the 50 states and the District of Columbia. Visitors from 15 states have visited our center and seven (7) other states have sponsored us to present workshops in their locations.

Consequently, the Title VI-G network of model demonstration centers can be evaluated favorably in terms of both the quality and quantity of services they provide to learning disabled youth nation-wide. The impact of Title VI-G is favorable and widespread.

NEED FOR CONTINUED FUNDING

While the model demonstration centers have been successful in providing a network of service delivery systems that are judged accountable in both quantitative and qualitative areas, the work in diffusion and dissemination is just beginning. At this point in time when there should be concentration on the provision of technical assistance and dissemination to State Departments of Education and local education agencies, the discontinuation of Title VI-G would be not only untimely but wasteful of the monies invested in development of these quality education programs. Public Law 94-142 mandates that all handicapped children will be provided free, appropriate public education by 1980. The act does not however provide for program development through model demonstration centers.

Among the mandates of P.L, 94-142 that Child Service Demonstration Centers developed programs can help schools address are (a) that Individualized Educational Programs (IEP's) will be developed for each handicapped child served under the law, and (b) that handicapped children will be served through the "least restrictive alternative". The currently funded Child Service Demonstration Centers' are actively working in both of these areas, and their assistance should prove invaluable to schools throughout the nation seeking to comply with these requirements. These projects are currently field-testing IEP's that they have developed, have years of experience educating handicapped children in "least restrictive" settings, and are located throughout the country, ready to diffuse their systems, materials, and program information to other schools.

With the passage of P.L. 94-142 and similar state and local legislation, it is likely that the demands for assistance from these projects to local schools will increase dramatically in the next five years. It appears counterproductive to terminate a highly successful source of alternative programs such as the Title VI-G network just when the need for these programs will be increasing so dramatically.

RECOMMENDATIONS

1. As a representative of the Title VI-G Child Service Demonstration Center, I strongly recommend to Congress that Title VI-G be continued in the Education of the Handicapped Children Act as it is incorporated into the Education of the Handicapped Amendments of 1977.

2. While services to our handicapped children will be provided in some degree through Public Law 94-142, this law will stimulate a marked increase in demand for technical assistance to State Department of Education and local schools. Therefore, it is urgently recommended that model centers be continued through 1982 in order to provide technical assistance and demonstration centers to State Departments of Education and local education agencies as funds begin to become available under P.L. 94-142.

Mr. **Heftel**. Mr. Chairman, are you going to continue the hearing past noon?

Mr. **Beard**. As far as I am concerned, I am going to be here. I want to make sure everyone has a chance to be heard.

Mr. **Heftel**. We have some internal problems. We have to be in three places at one time. I would like to leave and come back, if I may.

Mr. **Beard**. What I intend to do is right after Ms. Murphy and Dr. Chasey, we will call the whole panel of the arts education to present their testimony. You may hear the bells go off in a short while. Don't be alarmed. We will have to recess for a few minutes for a quorum call and then we will be right back in business.

You may continue, Deborah.

Ms. **Murphy**. My testimony here today will focus on the following points: A description of these model programs funded under the title VI-G, section 661, of the Education for the Handicapped Act; the favorable impact that these model demonstration centers have had on the field of learning disabilities and the learning of handicapped youth; and the need for continued funding of the model demonstration centers, especially as the Education for All Handicapped Children Act of 1975, Public Law 94-142, requires local schools to provide free, appropriate public education for all handicapped youth by 1980.

The field of learning disabilities is a young one. As a handicapped condition, learning disabilities has been legislatively recognized only since 1968, when the National Advisory Committee on the Handicapped recommended to Congress the establishment of model demonstration centers to develop programs to serve learning disabled children.

Beginning in 1971, the program development branch of the Bureau of Education for the Handicapped began making grants to appropriate educational agencies to develop model programs for the learning disabled. There are 40 currently funded child service demonstration centers in 29 States and Puerto Rico.

The second point that I would like to make today concerns the effectiveness of the child service demonstration centers. An objective third-party evaluation of the child service demonstration center was conducted last year by the American Institute for Research, which is commonly known as AIR. This report posed the definite possibility that the model of individualization of education which serves as a common thread among all the child service demonstration centers may be adopted by all special education and perhaps ultimately by education in general.

Effectiveness, in terms of the quantity of services, are shown by recent estimates that current child service demonstration centers programs serve nearly 40,000 learning disabled children in these projects. Today, 15,000 teachers are being trained by the projects, and the child demonstration centers developed programs that are presently operating in over 1,000 replication sites across the Nation.

Learning disabled students learn at a slower rate than their nonhandicapped peers and consequently fall further behind. On the average, the nonhandicapped students learn to read at twice the rate as the handicapped or learning disabled students.

In Oklahoma, our diagnostic-prescriptive approach has completely reversed that trend. The fallout of the learning disabled student's success in achieving in school is shown by marked increases, not only in the academic area but in selfesteem and positive self-reward.

I think what is even more hopeful is that 20 percent of our students in the Oklahoma project will require receiving these special services for only 1 year before they can be placed completely back in the regular mainstream and into the regular curriculum. We are currently receiving 200 letters a month asking for information and materials to help this segment of the handicapped youth. We also have been visited by 15 States in the last 6 months, and 7 States have sponsored the Oklahoma Child Service Demonstration Center to present programs in their states.

Turning now to the need for continued funding of title VI-G at this point in time, when there should be concentration on the provision of technical assistance and dissemination to State departments of education and local education agencies, the discontinuation of title VI-G would not only be untimely but wasteful of the moneys invested in the development of these quality education programs.

Public Law 94-142 mandates that all handicapped children will be provided free, appropriate public education by 1980. This act does not, however, provide for program development through model demonstration centers.

With the passage of Public Law 94-142 and similar State and local legislation, it is likely that the demands for assistance from these projects to local schools will increase dramatically in the next 5 years. It appears counterproductive to terminate a highly successful source of alternative programs such as the title VI-G network just when the need for these programs will be increasing so dramatically.

As a representative of the title VI-G program, I would like to make two recommendations. I would strongly recommend that title VI-G be continued in the Education of the Handicapped Children Act as it is incorporated in the Education of the Handicapped Amendments of 1977.

Also while services to our handicapped children will be provided in some degree through Public Law 94-142, this law will stimulate a marked increase in demand for technical assistance to State departments of education and local schools. Therefore, it is urgently recommended that model centers be continued through 1982 in order to provide technical assistance in demonstration centers to state departments of education and local education agencies as funds begin to become available under Public Law 94-142.

I would like to present Mrs. Holmes.

Mrs. HOLMES. I am a member of the Oklahoma Child Service Demonstration Center and of the Oklahoma State Advisory Board for title VI-G funding.

I have been active in programs implemented for learning disabilities for over 10 years. It is not only important on the State of Oklahoma level, but it is also important on the national level as well.

It was in May of 1967, after 3 years of struggle, after being restrained, that Gary, my son, at the age of 8, called me into the bedroom and said, mother, I want to talk to you.

We had bribed Gary. We had disciplined Gary to make him learn to read. He said, mother, would you give me just a minute of your time? I said, yes, I would. So I went into the bedroom. He said, mother, I want you to know one thing. I have tried and I have tried real hard this year. Would you find a way for me to learn to read? I said, yes, somehow, some way, son, we will find that answer.

It was at that time that we decided to test Gary because the schools didn't know what was wrong with him. He was a bright child but was not able to read. My husband and I decided to start testing him. We drove many miles. After long hours of testing, that summer of 1967, Gary was diagnosed as a learning disabled child in Oklahoma City, which is almost 100 miles away.

Finding out that Gary was an LD child was the beginning of a long, uphill struggle for us. The doctors that tested Gary told us that the only way that Gary would be able to learn was through special education for children with learning disabilities. But where would we find a class such as this in the State of Oklahoma? No one even knew what an LD child was.

We found out that in the two cities of Tulsa and Oklahoma City, there were classes. Only a total of 100 children in the State of Oklahoma were receiving classes such as that. I called Tulsa and asked them if they could take our son. They said they were filled to capacity and had a long waiting list. I learned by that that you don't call. You drive to see them. You meet somebody face to face.

I went to Oklahoma City, to the education department, and asked them if they would take our son. They said they had many children and he would have to live within the school district. I said fine, if they would take him, we would arrange the problem.

So my husband had a brother that lived in Oklahoma City, and we got to work. We took Gary and enrolled him in Oklahoma City, which is 100 miles away. We had to hire another lady to take him back and forth to school each day. But on Monday morning, I would drive all of 100 miles and have him in the class at 8:30. I would drive him back to have him be with the family on Friday evening. This was very hard on the family. On weekends we would give Gary all the attention. The other three children didn't get the attention they needed.

It was at this time that I prayed to God if He would help me find a special education program and to bring our son back home. I would not stop until I had helped the children that needed special education. God did hear my prayer.

First, I went to the local school superintendent and asked him what the possibility was. He said if I would give him $10,000 he would start a program that year for Gary in special education. I went out of the office. I didn't know where I would find the $10,000, but I knew somehow we had to bring our son home.

I went to the county next. They said they had barely enough money to build roads and they were sorry. From there, I went to the state department of special education and asked them if there was money available to start such a class in our school district. They said there isn't, they were sorry but there had been no money appropriated for classes since the beginning of special education, and all the classes were already filled and all the money appropriated, and to get more moneys to start special education classes was like moving a mountain. He said, good day. He was sorry.

I walked out of the state department office determined that I was going to move that mountain. I would not stop yet. From there I went to the State legislative office of education. It was a meeting such as that, and that is where I began my campaign to change special education for Oklahoma. My sincere pleas were heard. They realized that I was serious. I got data on how much for the children was needed, and all of this. Then at the end of that session they did appropriate $200,000 out of the first session. This State superintendent saw to it that they did start a class for Gary that fall.

My son attended classes for 5 years in a self-contained class in Cushing. During this period, I wrote some 500 letters and attended every State and national education program, searching for the best educational setting for a learning disabled child.

Gary had special education in a class. Though he was still in class, he was falling further and further behind in school and he was learning a very poor self-concept and a very bad self-image. He was in a self-contained class. It was at an educational commission of the States meeting in Denver that I met Dr. Ed Martin. It was at this time that he told me about the Federal funding of title VI-G of the Education of the Handicapped Act. After that, I went back to the state department and tackled the funding with the State director and asked him if we could write a proposal for a grant. He did this and it was in July of 1973 that Oklahoma received the child service demonstration center from the Federal grants. I can't begin to tell you now how much this program turned Gary about. He achieved so much during these 3 years that he was in this center.

He achieved academically, socially, and emotionally as well. He enjoyed school for the first time in his life. He took part in school activities which he had never done before. Not only that, he made the honor roll and prepared himself then for a vocation.

I certainly feel that the title VI-G projects are providing quality education for handicapped children and providing a wealth of information concerning diagnostic remedial reading and individualized education. The prescreening and inservice training for the teachers and the child demonstration efforts over the past 5 years have been outstanding. I feel that it is very vital that the source of funding under this title VI-G be continued.

In conclusion, I would like to make one last statement concerning my son, and this is that it is through your efforts that he graduated from high school last year. He is now employed as an assistant manager at one of his father's hardware and appliance stores. He has self-confidence and a great desire to excel. He has the skills necessary to make it now in the business world because of you all.

Thank you very, very much.

Mr. BEARD. No, it is because of your efforts. It is still the same story, the long distances.

[Statement of Ruthelma Holmes follows:]

STATEMENT OF
RUTHELMA HOLMES
PARENT OF A LEARNING DISABILITY CHILD
TO THE
SUBCOMMITTEE ON SELECT EDUCATION
OF THE
HOUSE OF REPRESENTATIVES COMMITTEE ON EDUCATION AND LABOR
ON
EXTENSION OF THE EDUCATION OF THE HANDICAPPED ACT

May 2, 1977

TESTIMONY

My name is Ruthelma Holmes. I am the mother of a Learning Disabled Child. I am a member of the Oklahoma Child Service Demonstration Center's Advisory Board and the State of Oklahoma Advisory Board for Title VI-G funding. I have been active in program implementation for Children with Learning Disabilities for over ten years.

In May, 1967, my son Gary, age 8, called me into his bedroom and said, "Mother I don't think I am going to pass this year, I tried, I tried real hard to read but I can't. Will you find a way for me to learn?"

All I could say was "yes, son."

Gary was diagnosed as a perceptually handicapped (Learning Disabled) child in August, 1967. Finding out that Gary was an L.D. child was just the beginning of a long uphill struggle. Gary had to have special class placement but there were only two cities in Oklahoma at that time that had Learning Disabilities programs, Tulsa and Oklahoma City. Tulsa's classes were filled to capacity with a waiting list and Oklahoma City was 80 miles away from our hometown.

In order to have our son Gary placed in a learning disability class, he had to live with relatives in Oklahoma City for the school year of 1968-1969. It was very traumatic for our family to have our 8 year old son in another city attending classes and home with his immediate family only on weekends.

It was at this time that I prayed to God. If He would help me find a special program and bring our son home, I would not stop until I had helped all the children that needed special education! God heard my prayers.

At first I went to our local superintendent who told me it would take $10,000.00 to start a program of this nature, and if I could raise that amount of money he would be glad to start a program the next fall. I didn't know where I would come up with that amount of money, but I was not going to stop. The doctors had told me that he would never finish high school without special education and I knew he had to have an education to survive. He was as bright and normal as any other child but he just could not read.

I went to the head of the State Department of Special Education who told me that there were no monies available to start new Special Education programs in Oklahoma. He said to get more monies to start new programs was like moving a mountain. I went out of his office ready to try to move that mountain for my son.

I began my campaign before the Oklahoma State Legislature - hearings like this one here today - as well as with special pleas to legislative officials.

My pleas were heard and new classes were initiated for the first time in the State of Oklahoma for learning disabled children.

My son, Gary, attended a self-contained learning disabilities class for five (5) years. During this period of time, I wrote over 500 letters requesting information concerning the best educational setting for learning disabled children, testing data, and successful remedial procedures. Gary had special class placement but he was still falling further and further behind. He also was developing a very poor self concept and self image.

It was than I learned of Federal funding under Title VI, Part G, Section 661, of the Education for the Handicapped Act. After reviewing the possibility of funding with our Oklahoma State Director of Special Education, a grant was submitted by the Oklahoma State Department of Education. The Oklahoma Child Service Demonstration Center received their federal grant in July, 1973.

I can't begin to tell you how much this program has meant to me, a parent of a learning disabled child, and to my son Gary. Gary achieved so much during his three years in the Oklahoma Child Service Demonstration Center resource room that not only did he make gains academically but socially and emotionally as well. He enjoyed school for the first time, he made friends, he took part in the school's extra-curricular activities, made the honor roll, and prepared himself for a vocational skill.

I certainly feel the Title VI-G projects are providing quality education for our handicapped youth. They are providing a wealth of information concerning our diagnostic instruments, remedial methods, individualized education/prescriptions, inservice training for regular educators, affective education, to name just a few.

The Child Service Demonstration Centers efforts over the past five (5) years have been outstanding. I feel it is vital that we continue this source of funding under Title VI-G. Figures from the National Advisory Committee on the Handicapped states that children with learning disabilities constitute 48% (1,706,000 out of 3,577,000) of the total unserved population of Handicapped Children. (The Unfinished Revolution: Education for the Handicapped, Stock No. 017-080-10532-3, U.S. Department of Health, Education and Welfare Model Centers.) Model Child Service Demonstration Centers funded under Title VI-G can pave the way for elimination of these types of statistics.

In conclusion, I would like to make one last statement concerning my son, Gary. He graduated from high school last year and is now employed as an assistant manager in one of his father's Hardware and Appliance Stores. He has self-confidence, a great desire to excell and the skills necessary to make it in the business world!

Mr. BEARD. Mr. Chasey?

STATEMENT OF WILLIAM C. CHASEY, PROJECT DIRECTOR, SPECIAL TRAINING PROJECT, NATIONAL CONSORTIUM ON PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED, WASHINGTON, D.C.

Mr. CHASEY. I respectfully request that my written testimony be included in the record.

Mr. BEARD. Since there is nobody to object, so be it.

Mr. CHASEY. My name is Bill Chasey. I am project director of a special training project awarded to the National Consortium on Physical Education and Recreation for the Handicapped.

I am pleased to present my testimony this morning concerning parts D and E of the education of the handicapped as they relate to physical education and recreation.

I am a member of the National Consortium on Physical Education and Recreation for the Handicapped, which is an organization of professionals in both physical education and recreation, who are interested in seeing that all of our Nation's handicapped children have the opportunity to benefit from these vital programs.

According to Public Law 94–142, the term "free appropriate public education" means special education and related services which have been provided at public expense, under public supervision and direction, and without charge, and which meet the standards of the State educational agency to include an appropriate preschool, elementary, or secondary school education which is provided in conformity with the individualized education program required under the law.

The special treatment given to physical education in this law is contained in various components of the above definition. First, special education is defined as specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

A careful perusal of the definition of special education reveals that physical education is the only curriculum area mentioned specifically in the law. It was pointed out by the assistance to States for education of handicapped children division of BEH/USOE that several questions have arisen asking why physical education services are given special attention in the rules and regulations. The position was taken to conform with congressional intent as stated in the House of Representatives Report No. 94–332:

> The Committee expects the commissioner of education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child.

It is inherent in the above discussion that if special education is to be provided for all handicapped children, physical education must also be provided. In addition, the educational program that is defined in Public Law 94–142 requires that the individual education program for each child must include a statement of specific educational services in which the child will participate will be a part of their individual education programs.

I am presently directing a special training project awarded by the Bureau of Education for the Handicapped to somehow provide specific services to State education agency personnel. Our goal is to somehow make sure that the mandate of Public Law 94–142, the physical education components, will be implemented in the various State education agency's plan.

Various concerns relative to physical education have emerged from SEA personnel, and these concerns provide in part the basis for the recommendations that I would like to make.

In order to fully implement the physical education mandates of Public Law 94–142, it will be necessary to increase the physical education emphasis in both training and in research. These recommendations, I trust, will lead to additional legislation and increased funding priorities in order to assure that all handicapped children will have available to them a free appropriate public education.

My recommendations are in two parts. First, personnel preparation, Part D. A comprehensive system of personnel development of a national scope, of course, is needed to somehow assure compliance of the mandates of Public Law 94–142. I do feel that the implementation will require a major cooperative effort by State education agencies and instutitions of higher education for both preservice and inservice training.

Although physical education is the only curriculum area listed in the definition of special education, there has not been an increased effort in funding priorities to assure that special or regular teachers are trained and have available to them the information they need to provide physical education services.

Although there is a major emphasis in special education on in service training, and not on preservice training, physical education has not experienced the funding necessary to provide an adequate number of specialists needed in the field.

For example, under part D funds last year, less than 1 percent of the money dispersed for program assistance grants and special projects went to physical education programs. It will be necessary to specifically allocate funds within the Bureau of Education for the Handicapped for this high priority area.

1. I recommend that the number of program assistance grants in physical education be increased from the present 25 to a level consistent with the major emphasis given to physical education in Public Law 94–142.

2. I recommend that an effort be made to interest additional high quality physical education professional preparation programs to develop specialization in programs for the handicapped.

3. I recommend that special incentive grants be awarded jointly to State education agencies and institutions of higher education to develop cooperative inservice and preservice personnel preparation programs in special physical education.

4. I recommend that a portion of the part B funds allocated to State education agencies and local education agencies for in service

training be designated for in service training in special physical education.

State planning is obviously important. However, in many situations, training institutions serve a regional or national population in addition to responding to State needs. Consequently, statewide needs assessments and personnel planning efforts may not be totally applicable to some institutions of higher education.

Five: I recommend that incentives be established to encourage regional planning for special physical education.

Based on the results of a roundtable symposium on psychomotor development of young handicapped children held in 1976, and funded by the Bureau of Education for the Handicapped.

Six: I recommend that the major emphasis of inservice and preservice programs be on the young handicapped child, preschool through elementary school, and that the development and implementation of individual education programs be a major priority.

Seven: I recommend that a separate branch and budget category be established within the Bureau of Education for the Handicapped specifically for physical education and recreation.

One of the weakest areas in the historical development of physical education for the handicapped has been research collection and dissemination. The majority of the research has been reported only in recent years and is scattered throughout the literature.

As stated previously, in the case of personnel preparation, there has not been an increase in funds for research in response to the special emphasis placed on physical education in the law.

For example, in 1969, $300,000 of new moneys was spent by the Bureau of Education for the Handicapped for research projects in physical education for the handicapped, and 7 years later that amount has increased only $126,000 to a total of $426,000 in fiscal year 1976, a figure less than 10 percent of the new research money available during that year.

A deplorable situation exists in the award-success ratio of BEH research proposals. Traditionally, 7 percent to 8 percent of the field initiated research proposals are funded. It is anticipated that 5 percent of this year's proposals submitted with budget requests in access of $100 million will be funded.

Bureau of Education for the Handicapped applications face much lower success ratio than National Science Foundation applications. The percentage of National Science Foundation applications resulting in grants ranges from 30 percent to 70 percent, which is quite a difference from 5 percent within the Bureau of Education.

It is my firm conviction that physical education programs must be predicted on scientific fact. Quite basic to an eventual understanding of the nature and problems of the handicapped is an understanding of how handicapped children learn, and most particularly of how they learn to learn motor skills.

In order to achieve this end, part E funds seem to be appropriate.

I recommend an increase of moneys for field initiated research projects in general and for physical education specifically.

I recommend that an effort be initiated to interest high quality established research scientists in physical education in directing their skills to programs for the handicapped.

I recommend that the Division of Innovation and Development of the BEH work closely with the Division of Personnel Preparation in establishing research training programs for promising graduate students.

I recommend that the BEH continue to fund established research scientists with histories of success in the area of the handicapped.

I recommend that research projects be established for longer duration in order to provide longitudinal data on learning and performance for handicapped children.

I recommend that research efforts be directed toward early intervention programs in response to Public Law 94-142 and the current research literature.

I recommend that a separate branch with separate budget categories be established within the Bureau of Education for the Handicapped specifically for physical education and recreation research and training.

Also, to go along with the Administration's recommendation, I would recommend that because of the new emphasis on learning disabilities with B and D funds that the $9 million that is appropriated be put into part E for continued programs.

It is quite evident from my recommendations that the key to success is funding. Until specific funds for physical education are designated in funding agencies, the full intent of Public Law 94-142 will not be met.

Thank you very much.

[The prepared statement of Mr. Chasey follows:]

TESTIMONY

Congress of the United States
House of Representatives
Committee on Education and Labor
Subcommittee on Select Education

Proposed Extension of the Education of the Handicapped Act - Parts C Through G

by: William C. Chasey, Ph.D.
Project Director - Special Training Project
National Consortium on Physical Education and Recreation for the Handicapped
1201 16th St., N.W.; Suite 610-E
Washington, D.C. 20036

Monday, May 2, 1977
Rayburn House Office Building, Room 2261

Gentlemen:

I am pleased to present the following testimony concerning Parts D and E of the Education of the Handicapped as they relate to physical education and recreation.

I am a member of the National Consortium on Physical Education and Recreation for the Handicapped, an organization of professionals in both physical education and recreation, who are interested in seeing that all of our nation's handicapped children have the opportunity to benefit from these vital programs. Our organization appreciates and has been most supportive of all of the efforts of this Subcommittee on Select Education and the Senate Subcommittee on the Handicapped during the development of P.L. 94-142, and has worked closely with the Division of Assistance to States of the Bureau of Education for the Handicapped as they carefully prepared the various concept papers that led to the proposed rules that will implement the intent of Congress in this monumental legislation. It has been my experience that during public hearings such as this, little time is devoted to supportive testimony for a job well done. It is my intent to do just this and go on record to say "thank you" to this committee for your interest in physical education and recreation services as demonstrated in P.L. 94-142.

In recent years, educators have begun to pay increased attention to the needs and possibilities for improving physical performance of handicapped children. The vital role that physical exercise plays in the growth and development of the human organism, from the initial movements in the fetus during prenatal stages and continuing throughout the lifetime of the individual, has been the most important basis for the development of physical education as an established discipline in the educational systems of today. While the physiological basis of physical activity is well vested in scientific fact and predicated by the principles that hold true in all living organisms, the planned program of physical education has not been a reality for all the children of our society. Although physical education has been a part of the public school systems for some time, only in recent years has there been a trend toward including the handicapped in the benefits that can and should be derived from such a program. Well organized programs of physical education for the handicapped, for example, in a public school system are still very rare and such programs are almost nonexistent in institutions for the mentally retarded.

Freedom of movement allows one to explore and adjust to one's environment, and in doing so, promotes confidence and a means of expression. Few handicapped children have the physical qualities to permit them this freedom of movement without specialized developmental programs. Although there are differences of opinion as to the degree of effect, most authorities agree that if properly applied, motor activities may contribute to the total education of the handicapped child.

According to P.L. 94-142, the term "Free Appropriate Public Education" means special education and related services which have been provided at public expense, under public supervision and direction, and without charge, and which meet the standards of the state educational agency to include an appropriate preschool, elementary, or secondary school education which is provided in conformity with the individualized education program required under the law.

The special treatment given to physical education in this law is contained in various components of the above definition. First, special education is defined as specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. A careful perusal of the definition of special education reveals that physical education is the only curriculum area mentioned specifically in the law. It was pointed out by the Assistance to States for Education of Handicapped Children Division of BEH/USOE that several questions have arisen asking why physical education services are given special attention in the rules and regulations. The position was taken to conform with Congressional intent as stated in the House of Representatives Report No. 94-332:

> "The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child."

It is inherent in the above discussion that if special education is to be provided for all handicapped children, physical education must also be provided. Physical education as defined in the proposed rules and regulations includes Special Physical Education, Adapted Physical Education, and Motor Development as acceptable terms, and includes the development of physical and motor fitness, fundamental motor skills and patterns, body mechanics, individual and group games and sports, skills to include intramural and lifetime sports, dance and movement education.

The individual education program for each child must include a statement of specific educational services to be provided to the child, including a description of (1) all special education and related services which are required to meet the unique needs of the child, (2) any special instructional media and materials to be provided, and (3) the type of physical education program in which the child will participate.

It has become increasingly evident that the special treatment given to physical education as a direct service and to recreation as a related service under this law has caused considerable problems for State Education Agency (SEA) personnel. On the basis of reports in December, 1973, of Bureau of Education for the Handicapped (BEH) personnel preparation projects, it was estimated that less than 20 percent of schools are offering physical education to handicapped children. It was further estimated that 80 percent of the schools offering education services to handicapped children have totally inadequate physical education services.

State Education Agencies are responsible for insuring that all education programs within the state for handicapped children are carried out, including all such programs administered by any state or local agency. There are limited state leadership personnel available to design and implement programs in physical education for the handicapped. Normally, SEA personnel have broad and diverse responsibilities and rarely have had the time or money available to devote to this area. The Education for All Handicapped Children Act of 1975 places the responsibility of physical education programming on the individual SEA's, and the final responsibility will rest with the SEA Directors of Special Education and the SEA Directors of Physical Education.

I am presently directing a special training project awarded by the Bureau of Education for the Handicapped to the National Consortium on Physical Education and Recreation for the Handicapped. The goal of this three-year grant is to establish a quality physical education program for all handicapped children through the development of comprehensive special physical education SEA plans. Specifically, this goal is being accomplished through an interdisciplinary in-service training program directed toward the SEA Directors of Physical Education and the SEA Directors of Special Education.

Various concerns relative to physical education have emerged from SEA personnel, and these concerns provide in part the basis for my following recommendations. In order to fully implement the physical education mandates of P.L. 94-142, it will be necessary to increase the physical education emphasis within the Bureau of Education for the Handicapped in training and in research. These recommendations, I trust, will lead to additional legislation and increased funding priorities in order to assure that all handicapped children will have available to them a free appropriate public education.

Personnel Preparation - Part D

A comprehensive system of personnel development of a national scope is needed to assure compliance with the intent of this legislation. The obligation of SEA's for personnel preparation in P.L. 94-142 is quite clear. I do feel that implementation will require a major cooperative effort by SEA's and institutions of higher education for both preservice and inservice training. Although physical education is the only curriculum area listed in the definition of special education, there has not been an increased effort in funding priorities to assure that special or regular education teachers are trained or available to meet the mandates of the law. Although there is a major emphasis in special education on inservice training, and not on preservice training, physical education has not experienced the funding necessary to provide an adequate number of specialists needed in the field. Under Part D funds last year, less than 1% of the monies dispersed for program assistance grants and special projects went to physical education programs. It will be necessary to specifically allocate funds within the Bureau of Education for the Handicapped for this high priority area.

1. I recommend that the number of program assistance grants in physical education be increased from the present 25 to a level consistent with the major emphasis given to physical education in P.L. 94-142.
2. I recommend that an effort be made to interest additional high quality physical education professional preparation programs to develop specialization in programs for the handicapped.
3. I recommend that special incentive grants be awarded jointly to State Education Agencies and Institutions of Higher Education to develop cooperative inservice and preservice personnel preparation programs in special physical education.
4. I recommend that a portion of the Part B funds allocated to State Education Agencies and local education agencies for inservice training be designated for inservice training in special physical education.

State planning is obviously important. However, in many situations, training institutions serve a regional or national population in addition to responding to state needs. Consequently, statewide needs assessments and personnel planning efforts may not be totally applicable to some institutions of higher education.

5. I recommend that incentives be established to encourage regional planning for special physical education.

Based on the results of a roundtable symposium on psychomotor development of young handicapped children held in 1976, and funded by the Bureau of Education for the Handicapped:

6. I recommend that the major emphasis of inservice and preservice programs be on the young handicapped child, preschool through elementary school, and that the development and implementation of individual education programs be a major priority.
7. I recommend that a separate branch and budget category be established within the Bureau of Education for the Handicapped specifically for physical education and recreation.

Research

One of the weakest areas in the historical development of physical education for the handicapped has been research collection and dissemination. The majority of the research has been reported only in recent years and is scattered throughout the literature. As stated previously, in the case for personnel preparation, there has not been an increase in funds for research in response to the special emphasis placed on physical education in the law. For example, in 1969, $300,000 of new monies was spent by the Bureau of Education for the Handicapped for research projects in physical education for the handicapped, and seven years later that amount has increased only $126,000 to a total of $426,000 in FY 1976, a figure less than 10% of the new research money available during that year. A deplorable situation exists in the award-success ratio of BEH research proposals. Traditionally, 7% to 8% of the field initiated research proposals are funded. It is anticipated that 5% of this year's proposals submitted with budget requests in access of $100 million will be funded. Bureau of Education for the Handicapped applications face much lower success ratio than National Science Foundation applications. The percentage of National Science Foundation applications resulting in grants ranges from 30% to 70%.

It is my firm conviction that physical education programs must be predicated on scientific fact. Quite basic to an eventual understanding of the nature and problems of the handicapped child is an understanding of how handicapped children learn, and most particularly of how they learn to learn motor skills. In order to achieve this end, the following recommendations seem appropriate:

1. I recommend an increase of monies for field initiated research projects in general and for physical education specifically.
2. I recommend that an effort be initiated to interest high quality established research scientists in physical education in directing their skills to programs for the handicapped.
3. I recommend that the Division of Innovation and Development of the BEH work closely with the Division of Personnel Preparation in establishing research training programs for promising graduate students.
4. I recommend that the BEH continue to fund established research scientists with histories of success in the area of the handicapped.
5. I recommend that research projects be established for longer duration in order to provide longitudinal data on learning and performance for handicapped children.

6. I recommend that research efforts be directed toward early intervention programs in response to P.L. 94-142 and the current research literature.

7. I recommend that a separate branch with separate budget categories be established within the Bureau of Education for the Handicapped specifically for physical education and recreation research and training.

It is quite evident from my recommendations that the key to success is funding. Until specific funds for physical education are designated in funding agencies, the full intent of P.L. 94-142 will not be met.

I thank you for the opportunity to appear before this committee and I appreciate your kind attention to my recommendations.

ADDENDUM

PROGRAMS ON PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED CHILDREN
BUREAU OF EDUCATION FOR THE HANDICAPPED
DIVISION OF PERSONNEL PREPARATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

THE PREPARATION
OF
PROFESSIONAL PERSONNEL
PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED CHILDREN

(RESEARCH AND DEMONSTRATION)

COMPILED BY
MR. WILLIAM A. HILLMAN JR., COORDINATOR
MR. MELVILLE APPELL, RESEARCH COORDINATOR

ACADEMIC YEAR 1976-1977

BUREAU OF EDUCATION FOR THE HANDICAPPED

The programs on Physical Education and Recreation for Handicapped Children administered by the Bureau of Education for the Handicapped were established because of Title V of the 1967 Mental Retardation Amendments, Public Law 90-170. Title V entitled Training of Physical Educators and Recreation Personnel for Mentally Retarded and other Handicapped Children was composed of (4) four sections which were basically The Training Personnel, 2) Research and Demonstration Projects 3) Advisory Committee on Physical Education and Recreation and 4) Delegation of Functions by the Secretary of HEW. The Authorization for appropriation was as follows:

Fiscal Year	Training	Research & Demonstration
1968	$1,000,000	$1,000,000
1969	2,000,000	1,500,000
1970	3,000,000	1,500,000

With the advent of the "Education for the Handicapped Act", April 13, 1970 two basic sections related to physical education and recreation for handicapped children were retained. These sections were 1) training 2) research and demonstration. The advisory committee on physical education and recreation was eliminated. There were no proposed authorizations of appropriations related directly to the physical education and recreation sections. Public Law 93-380 included the same two (2) sections and the same stipulation as to appropriations. In Public Law 94-142 "The Education for All Handicapped Children Act" both physical education as an intricate part of the definition of special education and recreation as a related service have been given strong attention. The implication of a more significant service role for these two areas on both personnel preparation and research/demonstration in physical education and recreation is obvious.

Funding of Physical Education and Recreation Projects for Handicapped Children:

Funding of Physical Education and Recreation Projects for Handicapped Children:

Fiscal Year	Training	Research & Demonstration
1968	0	0
1969	$300,000	$300,000
1970	300,000	300,000
*1971	740,000	300,000
*1972	1,000,000	350,000
*1973	1,250,000	350,000
*1974	1,500,000	350,000
1975	1,600,000	800,000
1976	2,000,000	760,000

*No authorization of appropriations specific for physical education and recreation.

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Mr. Beard. Thank you very much. Thank you for your testimony.

That is it for this particular panel. We appreciate your testimony very much.

At this time I would like to call the entire panel that will deal with arts education Those who are scheduled to speak, will you please identify yourselves and we will proceed from that point.

Ms. Perks. I am Wendy Perks. This is Dr. Vivienne Anderson, Mrs. Smith, Mrs. Laureen Summers, next is Phyllis Wyeth, and Mr. Harold Russell.

Mr. Beard. Mrs. Anderson?

STATEMENT OF VIVIENNE ANDERSON, ACTING ASSOCIATE COMMISSIONER FOR INSTRUCTIONAL SERVICES, NEW YORK STATE EDUCATION DEPARTMENT; CHAIRPERSON, NATIONAL COMMITTEE ON ARTS FOR THE HANDICAPPED

Mrs. Anderson. Good morning. I am Vivienne Anderson, acting associate commissioner for instructional services in the New York State Education Department, and chairperson of the National Committee on Arts for the Handicapped.

I would like to just paraphrase some of the things in my testimony.

Mr. Beard. Do you have a prepared statement?

Mrs. Anderson. Yes; the prepared statement I sent.

Mr. Beard. That will be incorporated into the record.

Mrs. Anderson. I have been listening with tremendous interest, as we all have, all morning and it seems to be again and again, as I listened to the testimony, that we bring a new method, a new instrumentality, a new tool

Of course, I am talking about the arts, all of the arts movement, dance, theater, puppetry, crafts, visual arts, videotaping, et cetera, to use as a strong motivational force, a stimulating force to the education of handicapped children.

From my personal vantage point, I have seen enormous values accruing from this new movement, these new efforts that are now spreading across the Nation. I have seen it from my work in the New York State Education Department, I have seen it from my vantage point as chairperson of the National Committee on Arts for the Handicapped, and working with Jean Kennedy Smith on the New York State Committee on Arts for the Handicapped.

Actually, what you literally see take place before your eyes with handicapped children when the arts are used in the educational methodology is the growth in self-reliance, a growth in perceptual skills, and a growth in communication skills.

We have heard this morning from virtually every individual who testified the indispensable importance of the mastery of communication skills. Certainly, the handicapped child cannot succeed, cannot grow without the ability to communicate.

We have found that the arts help that ability; that through music, speech is mastered; through theater techniques, the child will go before others and express himself or herself.

I could go through the whole realm of the arts category by category, point by point, again and again, the very specific and dynamic ways in which the arts open the child and help the child to communicate, to express and to build self-reliance.

You have probably looked at the brief background I gave in my documentation on how we came into being. We started in June 1974 with a national conference, and at that conference we brought about 80 children from New York State who, with their teachers, demonstrated the variety of the arts and the impact of their own particular ability to achieve and to learn. I would like to just use one simple illustration, a human illustration.

I went to all of those workshops and one of those was on crafts. I sat at a table very much like this. What we did at the workshop was we had the groups of handicapped children, whether they were working on videotaping, crafts, or whatever, first demonstrate their achievements in the arts and then turn around and teach the participants how to do that particular art.

In this craft workshop, this Mongoloid child, with beautiful blond hair, she was charming, sat at the same table with me and taught me how to make the large crepe paper flowers. She said, "Now, you take this piece of crepe paper and pull it from the center like this." I am watching her coordination skills, she taught me totally, just as the other children in that class did, how to create the beautiful crepe paper flowers that we all went home with as a result of this session.

At the end of the session, I was just overwhelmed. I turned to her and said, "You are really a great teacher." She looked at me with total poise and self-assurance and said, "I am very glad you came." It is an illustration of the self-confidence that can be built.

The arts are a universal language. There is really nothing else in the human realm that is exactly like the arts, that has the tremendous impact of the arts on every single person who either views it from the audience or participates.

What we are trying to do, in essence, is to garner the arts to our purpose and to work with kids through the whole new system which is spreading across the Nation.

A Very Special Arts Festival, which the National Committee has selected as its prime mover in this national movement, in this 1 year has now moved to 27 States throughout the Nation, with a great deal of commitment on the part of the educators and the lay people of those States.

We are hoping, obviously, to be able to move into all of the States and territories of this country. Unfortunately, at the present time, a very small percentage of the 8 million handicapped children that we wish to educate in this country or even expose to the arts, 12 percent—it is the purpose of the National Committee to increase that number by 200,000 children each year for 5 successive years so that we can truly utilize the arts across the Nation for educational purposes, to increase those communication skills, to increase their ability to have self-esteem, self-confidence, and self-reliance. Those are the things that help people to learn.

You have talked of isolation again and again this morning. That isolation destroys that individual. It is drawing the child out in self-expression through the arts that makes that person to come into contact with other people, to communicate with other people, to withdraw from the isolation into a state of human relationships and communication.

Just one short tale of a young girl, Tina, who goes to a school in New York State. She is blind and 7 years old. That child has been withdrawn. Finally, it was noted that she had a very fine sense of pitch. The family got her an inexpensive chord organ. She was encouraged to play in school. That began to bring her out. I need not tell you that there were unconscionable cruelties addressed to this child, not purposefully, but just because kids are that way.

They went to the Very Special Arts Festival in New York State, one of the regional festivals throughout the State now. We are serving as a national model throughout the country. She had said to her teacher before that, "I play now, but, you know, what is it really for? I have nobody to play for."

She went to the festival and there drew the admiration and recognition of educators, of medical people, of parents, of other lay people. This experience changed her whole perspective. Now she is very respected in school. She has even vocalized on the national song we have been using as a recording throughout the festival.

These are just a few instances. I will defer to my colleagues at this point.

[The prepared statement of Mrs. Anderson follows:]

Statement
of
Vivienne Anderson
Acting Associate Commissioner for Instructional Services
The New York State Education Department

at the

Hearing of the
Subcommittee on Select Education
on
Arts for the Handicapped

Monday
May 2, 1977
Washington, D.C.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

Good morning. I am Vivienne Anderson, Acting Associate Commissioner for Instructional Services in the New York State Education Department and Chair of the National Committee on Arts for the Handicapped. I am pleased and honored to have this opportunity to testify on the importance of the arts in the education of handicapped children and youth. New York State has been designated by the National Committee to develop an operational model in this new and significant movement, and is a staunch advocate of giving special recognition to the benefits of activities in the arts for the handicapped. Many states are now according high priority to developing programs in arts for the handicapped and are working conscientiously to maintain the steady and continuing growth of this movement.

We now recognize that the arts can provide uniquely effective new ways of teaching handicapped people...that the arts are a vehicle through which the handicapped can improve perceptual skills, increase responsiveness to people and the environment, improve coordination and manipulative skills, and increase communications skills and self-reliance. The recognition of this potential has led to a rapidly developing national movement, spearheaded and coordinated by the National Committee on Arts for the Handicapped, an arm of the education program of the Kennedy Center.

I. A BRIEF BACKGROUND

In June 1974, the Joseph P. Kennedy, Jr. Foundation provided funding to New York State to organize a first National Conference in Washington, D.C. on Arts for the Handicapped. This all-day workshop provided live demonstrations by special children and their teachers for over 500 educators and members of the medical profession. The students showed how music helps them to read and count...how video taping helps them to explore, to observe, to document their work and to sharpen their communication skills...how movement and dance increase and enhance their physical activity...how making puppets and writing and acting original playlets leads to new writing and speaking skills...how games provide a challenge to independent thought and action. As a result of this conference, widespread national interest developed in such activities for special children. The state of Washington emulated this first national conference, and following these events, the National Committee on Arts for the Handicapped was organized to initiate and develop a nationwide program.

II. RESEARCH ON ARTS AND SPECIAL EDUCATION

A review of research supports the purpose and expanding efforts of the National Committee on Arts for the Handicapped. Studies which have been conducted during the past decade indicate the following types of significant gains made by special students through the use of the arts in their daily educational program:

- o Trainable mentally retarded children made gains in classroom behavior, speech and language skills.
- o Creative drama was used successfully to free deaf children from the failure associated with written words.
- o Activities in dramatics, used with cleft palate children, resulted in significant improvement in verbal as well as social skills.
- o Use of music activities and song improved speech, helped to regain use of limbs, improve rhythmic sense, and relax muscles.

In addition, unexpected artistic talent has been found in mentally retarded children. certain blind children score significantly higher than sighted subjects on tests on musical ability, and significant gains in reading skills by emotionally distrubed learners were noted after arts programs were introduced.

III. THE NATIONAL NEED

Despite this encouraging evidence, and increasingly positive statements by national leaders, the current level of services in school arts programs for handicapped children continues to be significantly lower than that provided for their nonhandicapped peers. The National Committee estimates that only one million - or 12 percent of all handicapped children, out of an estimated eight million enrolled in the nation's schools - receive any arts programs. Thus, to advance a new learning tool that will result in the positive growth and development of special children, the National Committee is working to accomplish three major goals, as follows:

- o Establish model arts programs which can be adopted or adapted nationwide.
- o Research and disseminate information nationally about curriculum and instruction in arts for the handicapped.
- o Increase the number of handicapped students served by arts programs by 200,000 per year for five years.

To insure the accomplishment of these objectives, the National Committee on Arts for the Handicapped is concentrating effort on the establishment of "Very Special Arts Festivals" in every state and territory. These Festivals persent live demonstrations, exhibitions, performances and workshops by special children and their teachers, illustrating how the arts improve communications skills, self-confidence and general learning. In New York State alone, at this early stage, over 10,000 special students and their teachers are now involved in eight regional Festivals and one Allstate Festival. Preparation for participation in the Festivals draws the arts into daily instruction.

In addition, New York State has now developed a statewide inservice training program in which teams of special education teachers and arts specialists learn, through personal involvement, a variety of techniques through which the arts can build basic skills and self-confidence in special education. The inservice workshops are presented in each of the Very Special Arts Festival regions throughout the State.

Recently, the Long Island Railroad donated the Bicentennial Train to the New York State model. This train will be filled with the creative works of handicapped children and will be used as a showcase for their creative accomplishments at various railroad stops. It will also provide a site for teacher workshops and Festival demonstrations.

A "Very Special Song" has now been recorded and designated as the national Very Special Arts Festivals theme song by the National Committee. Also, a film documenting the New York model Festivals has been produced for national dissemination.

IV. "SPECIAL" PEOPLE AND THE ARTS

I would now like to briefly describe a few specific instances in which the lives of handicapped people have been stimulated to new levels of activity and growth through the arts.

William Britt is a forty-one year old mentally retarded man who had been placed in foster care and in a wide gamut of resident institutions from the age of five months. His relatives could not be located and he rarely received visitors other than social workers. Willie was admitted to the Margaret Chapman School in Hawthorne, New York, during the late summer of 1974. On admission, he was extremely hostile and anti-social towards peers, counselors, and the professional personnel of the school. He spent most of his time in solitary activities. He was easily frustrated with circumstances he did not completely understand, and, as a result, would often become verbally abusive and unable to communicate civilly. During this period, his growing state of anger compounded his inability to communicate and caused him to stutter severely. To motivate Willie's interaction with others and to develop a more trusting attitude in him, Willie was provided with a workshop to develop his skills in drawing, painting and woodworking. Interestingly enough, in 1972, a psychological evaluation of Willie indicated that he had a rigid personality and lack of imagination. Yet today, following his experience in the school's art workshop, he maintains a well equipped shop-studio of his own, with a variety of his original acrylic paintings, oil works, handmade jewelry boxes, end tables, and lamps, made with the skills he developed as an expert craftsman. It was not until May, 1976, however, the day of the first annual New York State Southern Regional Very Special Arts Festival that Willie, for the first time, recognized the true value of his works in the joy and appreciation of all the spectators. Since the Festival, his personal attitudes and motivation have undergone substantial change. He is seldom hostile. He now thoroughly enjoys sharing his accomplishments with others. He even provides arts instruction to students and members of the staff at the Margaret Chapman School. Willie is no longer reluctant to display his art works in public and has recently participated in many art shows throughout New York State.

William Britt's career as an artist is still in a developmental stage. With the exposure, interest, and involvement generated by the recent impact and interest in arts for the handicapped, Willie may someday be able to earn his livlihood through his efforts in the arts.

Tina Marie Luce of Averill Park, New York, was born blind. She is now seven years old and is beginning to consciously experience the disadvantages of her handicap, especially with her peers. Tina is mainstreamed in a regular classroom, and although many students are supportive, she is sometimes avoided or unthinkingly ridiculed.

Now, however, her acceptibility is being heightened by her new skills in music. After Tina showed a keen sense of pitch awareness, her parents were encouraged by the school to buy her an inexpensive chord organ. In a few months, she was able to play simple melodies, which she learned by herself. Her parents decided to give Tina some musical instruction. After a few months, she developed a repertoire of several songs. But, at this point, Tina asked her teacher why she should learn these songs, since she felt that no one would ever hear her play.

Tina then became involved in the Very Special Arts Festival where she sang and played two selections on her organ. Her performance was witnessed by many educators, medical doctors, students and parents, all of whom were impressed. Through the Festival experience, she discovered a new degree of self-confidence which had not seemed possible before.

As an outgrowth of her Festival performance, the composer of the Very Special Arts Festival National theme song invited Tina to sing backup vocals on the theme song recording. Tina was thrilled when she went to the recording studio and played a major role in the recording of the song.

In school, this special child is now frequently asked to play for other students. Her musical activity has greatly increased the respect and admiration of her peers. Her classmates enjoy hearing Tina as much as she enjoys playing.

For Tina, music has proven to be an invaluable asset. Educationally, her auditory discrimination, coordination, fine motor control, finger dexterity, general knowledge and rhythm awareness have increased markedly. Her self-respect has grown to a point far beyond previous expectations. According to her teachers, music must be given credit as having the most positive impact in the development of Tina Luce.

The last case involves Paul Perrone. Mariam Perrone is actively involved with the Illinois Very Special Arts Festivals. She is also the mother of Paul, a Down's Syndrome child. After Paul was born, doctors advised her to send the baby to an institution and forget him, since it appeared that nothing could be done for him. However, Mariam Perrone and her husband decided to take the child home.

In the next two years, Mariam had two more children--both normal. She read to all of them, told them stories, played music for them, took them to the art museum. But the key breakthrough for her Down's Syndrome son came when Mariam noticed his reaction to music. He moved, listened and tried to make sounds to music. Thus, she deliberately accented music in Paul's life. Responding to this stimulation, Paul progressed from listening and trying to speak and sing, to actually speaking and then beginning to learn to read.

Paul, who has an IQ of 49, will be graduated from high school, meeting basic standards in his ability to read and write. He has participated in and benefited from the Illinois Very Special Arts Festivals, and due to Mariam Perrone's early recognition of Paul's reaction to music, he has been able to achieve certain goals previously thought unobtainable for him.

Generally, people posses the potential for growth. However, specific and appropriate opportunities for development must be provided if this potential is to be realized, and, unfortunately, opportunities to develop the senses, motor responses, communication skills, social skills, and affective growth are significantly lacking in the education of the handicapped. Through the arts, these skills can be developed, giving the special individual increased ability to communicate and to interact with people and the environment.

A new national movement is afoot. It is spreading rapidly through the states. Each state involved recognizes the unique benefits brought to its handicapped population through the use of the arts in creating active contributing citizens. The Bureau of Education of the Handicapped in the United States Office of Education has supported several arts programs. Some funding has been allocated directly by Congress for arts for the Handicapped. In addition, federal funds were received through the Kennedy Center and the Alliance for Arts Education. But in order to affect change nationally, increased and coordinated support is essential. The National Committee asks to be recognized as the nation's cayalyst and conduit for this increased support.

To successfully develop a nationwide program, involving all the states and territories in the Very Special Arts Festivals...to insure the beneficial stimulation, motivation and resulting achievement by the handicapped through the effective instrumentality of the arts, the National Committee, as a part of the educational arm of the Kennedy Center, requests special authorization for appropriations so that monies from several federal sources can be channeled efficiently through the Committee itself. Long-term Congressional support is essential to enable the National Committee to provide the essential leadership for this new nationwide movement.

Again, I thank you for the opportunity to testify.

Mr. **Beard**. You have 27 states?

Mrs. **Anderson**. Right now 27 are in it.

Mr. **Beard**. The way you describe it, it is a wonderful program. At Ladd School in Rhode Island, they practiced for months, and I attended a pageant. Someone had a very difficult time with the props. Not only is it the creation but it is the therapy, the self-confidence, to tell someone else you are lucky in Rhode Island to have this.

Mrs. **Anderson**. I could say yes, I don't know, if we had a little more money——

Mr. **Beard**. That is always the bottom line. It is not only money, but it is the combination; you have to have the money and then you have to have the incentives, people, and the will to do it.

Thank you very much.

Mrs. **Anderson**. Thank you.

Mr. **Beard**. Mr. Russell?

STATEMENT OF HAROLD RUSSELL, CHAIRMAN, PRESIDENT'S COMMITTEE ON EMPLOYMENT FOR THE HANDICAPPED, WASHINGTON, D.C.

Mr. **Russell**. I am Harold Russell, chairman, the President's Committee on Employment for the Handicapped.

I am delighted and privileged to be here today. I welcome this opportunity to discuss the leisure needs of our Nation's handicapped population. I realize, of course, that today's hearings are concerned mainly with the leisure needs of school-age handicapped children. Nevertheless, I cannot stop thinking about those thousands of handicapped adults who are not working; who everyday face long, lonely hours of idle leisure.

The tragedy of this situation increases when I realize that thousands of young handicapped adults are leaving school each year who are likewise "recreationally illiterate," and who are also heading for a life of unfilling leisure.

Obviously, from a humanistic viewpoint this is a serious problem and it concerns me, as an individual, as it surely must concern you. But, as chairman of the President's Committee on Employment of the Handicapped, I worry that handicapped people who do not effectively use their leisure time have an even gloomier prospect for eventual employment and a normal lifestyle.

From both a humanistic and materialistic viewpoint, we should all be adequately motivated to address the problem of "recreational illiteracy" among our Nation's handicapped population.

Since the early 1960's, the President's committee has been involved in recreation for handicapped people. In 1971, we formalized our interest by establishing a standing committee on recreation and leisure, ably chaired by Dr. John Nesbitt of the University of Iowa. This committee has two objectives, to promote employment of handicapped people in the fast-growing recreation field, and to promote greater access to recreation by handicapped people.

We have become active in this area because we are convinced that recreation participation has the capacity to aid in the rehabilitation of a handicapped person. We believe that active involvement in recreational pursuits contributes significantly to the physical, intellectual, social, emotional, and spiritual development of the individual.

Specifically, activities in recreational help to improve one's self-confidence, motor, and social skills. In short, recreation helps to improve the employability of the handicapped individual. Aware of the relationship between leisure participation and employability I think everyone can understand our interest in seeing that this area is made completely accessible to all handicapped people.

This morning, however, we are mainly concerned with the need for arts education. And we see a need that is not being met.

There has been much attention to sports programs for the handicapped: There are wheelchair games; there are special olympics; there are outdoor recreation and park-based activities, now in a demonstration phase; there are softball teams for the blind and airplane piloting for amputees and skiing for deaf people and much more, all of it organized and promoted by handicapped consumer organizations.

But on the other hand, think how little attention has been bestowed on that side of leisure which we call the arts. The arts, both performing and creative, have not enjoyed the support that other forms of recreation have received among handicapped people.

We believe they should and they must. We believe that, like all other forms of recreational pursuits, this support must begin in the school systems. Only in our schools can we truly begin to fight "recreational illiteracy" among our Nation's handicapped population.

As a result, we support the need for arts education for handicapped children. In addition, we support and encourage the more global need for leisure education among handicapped people.

One way this can be done is to mandate that the individualized education program now required for handicapped children include an arts or recreation component. How that would be worked out would, of course, depend on the child's interests and needs and the community's resources. Recreation should be viewed as part of the overall educational needs of the handicapped child.

Another way would be to provide incentives or a mandate for education agencies, recreation and park agencies, arts councils and even vocational rehabilitation agencies to cooperate in order to provide handicapped people with the necessary leisure services during their school years. This interagency cooperation would have to begin at the Federal level, continue at the State level and be concluded at the local level.

A final way would be that any future legislation in this area be precise as to recreation's role in the education of the handicapped child. Even today, in 1977, there is a lack of understanding as to recreation's importance among the general public, agency people, handicapped people themselves, and even the education community.

In fact, even though specifically mandated in Public Law 94–142, the Education for all Handicapped Children Act, as a related educational service, recreation has not been adequately defined. The proposed regulations for Public Law 94–142 simply define recreation as "leisure education." This meager definition does little to establish recreation's importance in the education of the handicapped child. Future legislation might address this issue in detail.

In summary, Mr. Chairman, we support arts education. We support recreation education. We encourage the inclusion of a recreation component in the individualized education program. We encourage interagency cooperation. And we hope Congress will establish the importance of recreation by providing it with an adequate definition.

Thank you very much, Mr. Chairman.

Mr. BEARD. Let me say this: I certainly will communicate today's proceedings to my colleague in the Senate. I feel he is a champion of the arts, Claiborne Pell, of Rhode Island.

I have been in Congress for 2½ years. I have enjoyed today more than any other day because of the sincerity of the people that have testified and the grassroots responsibilities that people face with handicapped children.

Who will be next?

STATEMENT OF JEAN KENNEDY SMITH, NATIONAL CHAIRPERSON, VERY SPECIAL ARTS FESTIVALS, EXECUTIVE COMMITTEE, ALLIANCE FOR ARTS EDUCATION, NEW YORK, N.Y.

Mrs. SMITH. Mr. Chairman, I am Jean Kennedy Smith, a member of the board of the National Committee on Arts for the Handicapped, and I am national chairperson of the Very Special Arts Festival.

I want to thank you for allowing me to speak to the subcommittee about the sorely neglected cultural needs of a group of American citizens who I sincerely believe are hardly discriminated against by our society. I speak of that group we commonly called the handicapped.

What I am specifically asking for is authorization and subsequent appropriation to the National Committee, Arts for the Handicapped. With continual and substantial funding, the national committee could effectively act as a national catalyst in the establishment of high-quality arts programs in all 50 States.

Assistance is needed to plan on a long term basis, develop model arts programs in each of the 50 States, implement special research, training, curriculum development projects and to evaluate the effectiveness and impact of our programs. I think it is important to realize that our long-term goal is to make the creative arts integral in the education of all our children.

I appear here today in an effort to encourage your interest and concern for the opportunities denied this group which would enable them to enrich their lives—and the lives of the rest of us by allowing them to develop to the fullest their talents and appreciation for the arts.

It is extremely difficult for a human being to lead a happy, fruitful, challenging life when they are constantly beset with isolation, frustration, and failure. We have created ghettos for the handicapped, and no matter how well equipped the school, how loving the teachers, how progressive the program—we have locked in those who are consigned there and made it difficult for them to have contact with the rest of society.

It is wrong to exclude fellow human beings from their rightful share of happiness. There are many who are handicapped who have keen senses, acute sensitivity, and in some instances superior talents. In spite of those, only 12 percent of our 8 million handicapped children are receiving art programs.

The Very Special Arts Festivals are now held in 26 States. Many of our citizens have come to realize that it is important to make our society more open, more caring and less discriminatory.

We have seen this in these festivals. But also, more importantly, we see the pleasure, the joy and luxuries that are so often denied these children. They function as independently as possible and they have so often been dependent on others. It gives them a way to discover and make creations which are uniquely theirs. It gives them a chance to get together and say to the others, this is their own, showing their true beauty to the world.

I can think of many examples of what the arts can do for children. I think we have gone on a very long time. I would like to say that one of the important things we would like to see is to have the handicapped and nonhandicapped take part in a festival to get together so that our children may celebrate their creativity together.

I think we can see from these letters how nonhandicapped children react to a puppet show that was given in Santa Cruz. A young teacher, Ruth Marie Sheehen, who was demonstrating a puppet show with handicapped children, received the following two letters after her performance:

"Dear Ruth Marie, I liked your puppet show yesterday. I never really understood what handicapped is. I didn't even know I was handicapped until yesterday. I have glasses."

Another letter is:

"Dear Ruth Marie, I think that was a good puppet show. I really found out what handicapped means. I found out they need more help than other people."

These letters show that our children do have a concern for us to give them the opportunity to have a meaningful association with other children who may have a handicapping condition.

The National Association, Arts for the Handicapped, provides arts festivals for 100,000 participating. They give their time to making these festivals a meaningful event for all these children involved. We need to reach more of those who suffer the discrimination of isolation.

The National Association, Arts for the Handicapped, would like to have festivals in all 50 States which would include all of the children. This was mentioned earlier, which is to make the creation of arts an integral part of their lives.

If it is true that man creates out of his mortal wounds, then should not those who have been deprived have available all of our resources so they may freely and fully come to be themselves artistically and humanly when they have this opportunity, the lives of all Americans will be enriched.

That concludes my testimony, Mr. Chairman. I would hope that you would see your way clear in funding us the necessary authorization to accomplish the goals of the National Association, Arts of the Handicapped, which are, One: Develop model arts programs in each of the 50 States; Two: Implement special research, training, curriculum development projects; Three: Establish a festival for the handicapped and nonhandicapped; Four: Evaluate the effectiveness and impact of our programs.

Thank you.

[The prepared statement of Mrs. Smith follows:]

Jean Kennedy Smith

Testimony before the Sub Committee on

Select Education

on

May 2, 1977

On behalf of the

National Committee, Arts for the Handicapped

Mr. Chairman:

I thank you for allowing me to come today to speak to the Sub Committee about the sorely neglected cultural needs of a group of American citizens who I sincerely believe are harshly discriminated against by our society. I speak of that group we commonly call the handicapped.

I appear here in an effort to encourage your interest and concern for the opportunities denied this group which would enable them to enrich their lives -- and the lives of the rest of us by allowing them to develop to the fullest their talents and appreciation for the arts. We have denied them at an early age an opportunity to participate in a meaningful way in the mainstream of American life. Those who are handicapped are set apart from the rest of us. We isolate them. We insulate them. We deprive them -- as a rule they have no contact with those we arbitrarily designate as "normal." My daughter, who is nine, has never had an opportunity to be a friend to a child who is handicapped. I suspect that no member of this committee has children who can claim among their friends a child who is blind or deaf or crippled or retarded. There are unique reasons why such isolation for handicapped children may seem practical. Those who are handicapped do have special needs and these may tend to separate them from other children, but there is the inescapable reality that when we isolate these children, we cut them off completely from normal interchange with others in society, thereby leaving them to see themselves as we see them, as not normal -- and we never think much about what that sort of designation does to a human being. It is another mark of failure. They see again that they are not like everyone else. No human being can lead a happy, fruitful, challenging life when they are constantly beset with isolation, frustration and failure. We have created ghettos for the handicapped, and no matter how well equipped the school, how loving the teachers, how progressive the program -- we have locked in those who are consigned there and made it difficult for them to have contact with the rest of society.

However, there is one field of endeavor for all of us where there are no handicaps -- the arts.

What I am specifically asking for is authorization and subsequent appropriation to the National Committee, Arts for the Handicapped. With continual and substantial funding, the National Committee could effectively act as a national catalyst in the establishment of high-quality arts programs in all fifty states. Assistance is needed to plan on a long term basis, develop model arts programs in each of the fifty states, implement special research, training, curriculum development projects and to evaluate the effectiveness and impact of our programs. I think it is important to realize that our long term goal is to make the creative arts integral in the education of all our children.

Through the Special Arts Festivals which are held in twenty-six states, many of our citizens have come to realize that there is a possibility to make our society more inclusive, more open, more caring and less discriminatory.

We have seen in these festivals, what art experiences can mean to the handicapped. It is not just filling leisure time, developing manual dexterity, learning to share -- but also, and more important, pleasure and joy, luxuries that are so often denied these children. It gives them a chance to function as independently as possible, where they must so often be dependent on others. It gives them a way to discover and define themselves through genuine choices and decisions and creations which are uniquely theirs. It gives them a chance to give something to others, which is their own and many times adds true beauty to the world.

There are many examples about what the arts can do for these children. One such example is Robert Hotchkiss. He was institutionalized at Rome Development Center in New York State. He was retarded and would not communicate in any way with his teachers or peers. One of his teachers found a responsive chord when she introduced him to painting and he participated in the Special Arts Festivals. One of his paintings was chosen to be exhibited at the Metropolitan and this recognition has completely transformed him. He is now absorbed in his work, articulates with his teachers and is very responsive to his new challenges.

Another example is John Hunt who is at the Wilwyck School. He was emotionally disturbed. He was disruptive in class, turned off with school, not communicative. The teacher involved him in a dramatic program and he performed on a unicycle to music. As result of this, his confidence grew. When his unicycle was broken, he took it to the bicycle shop and it turned out he knew more about repairing than the owner of the shop. Up to that time, no one had been aware that he was mechanically inclined. As a result of this, he will work at the shop this summer.

There are many examples such as the above.

The importance of handicapped children in our own children's lives is illustrated in the example of the Arts Festival held in Santa Cruz, California.

Ruth Marie Sheehen, who was demonstrating a puppet show with handicapped children, received the following two letters after her performance:

> Dear Ruth Marie,
>
> I like your puppet show yesterday. I never really understood what handicapped is. I didn't even know I was handicapped until yesterday. I have glasses.

Another letter is:

> Dear Ruth Marie,

> I think that was a good puppet show. I really found out what handicapped means. I found out they need more help than other people.

These examples show what Special Arts Festivals can do for our children. The National Association, Arts for the Handicapped provides Arts Festivals in twenty-six states, but it needs to be expanded so as to reach more of those who suffer the discrimination of isolation. The program that provides Arts Festivals for the handicapped needs broader financial support so that we can begin to break through the barriers around the ghetto of the handicapped. The National Association would eventually like to include all children -- handicapped and non-handicapped in their Arts Festivals, so that our children may celebrate together their creativity. There was a time in America when some who were of different faiths and national origins were excluded by the so-called Gentlemen's Agreement. There were times when others knew they need not apply. There were times when some were sent to the back and were not allowed in by laws and customs.

We have certainly made progress in meeting these problems of discrimination in recent times, but there are those, against whom subtle, silent, unmindful discrimination is still practiced.

If it is true, "that man creates out of his mortal wounds" -- then shouldn't those who have been deprived, have available all of our resources, so they may freely and fully come to be themselves artistically and humanly. When they have this opportunity, the lives of all Americans will be enriched.

The National Committee☆Arts for the Handicapped

EXECUTIVE DIRECTOR
WENDY PERKS

INFORMATION SHEET

A BRIEF HISTORY

In June 1974, the Joseph P. Kennedy Jr. Foundation provided the funding for a National Conference on Arts for the Mentally Retarded, which created a tremendous national interest in the concept of integrating the arts into the education of the mentally retarded child. As a result of several conferences and funding by the Kennedy Foundation and Alliance for Arts Education, a National Committee was organized to coordinate the development of a nationwide program of arts for all handicapped children. The National Committee, Arts for the Handicapped (NCAH) is composed of leaders from major national arts organizations, organizations representing handicapped citizens, general education organizations and private foundations.

GOALS

The National Committee has established three major goals to direct the growth of its programs and activities:

> To research and disseminate information about curriculum and instruction in the arts for the handicapped.
>
> To exemplify model arts programs that may be successfully used with the handicapped.
>
> To increase the number of handicapped students served by arts programs by 200,000 per year for five years.

PROGRAM OBJECTIVES

During 1976-77, the National Committee will foster the growth of arts programs for handicapped children and youth through three major implementation strategies:

1. VERY SPECIAL ARTS FESTIVALS:
   NCAH will select twenty pilot sites to develop and implement Festival programs. Each site must reflect a strong capability to provide quality arts experiences for handicapped people.

SUITE 805, 1701 K STREET, N.W., WASHINGTON, D.C. 20006 (202) 223-8007

2. MODEL SITE PROGRAMS:
NCAH will identify and support model arts programs. Each model site will emphasize a particular aspect of arts programming, as well as provide a wide range of arts experiences for all handicapped children and youth.

3. NATIONAL AWARENESS PROGRAM.
Through publications, media presentations, and a series of special projects, NCAH will develop a greater public awareness of the need for expanded opportunities in the arts for handicapped children and youth.

CURRENT FUNDING (FY 77)

Source	Amount
HEW, Division of Arts and Humanities, Special Projects Appropriations	$250,000
Alliance for Arts Education	64,000
Bureau of Education for the Handicapped Research Division	68,000
Bureau of Education for the Handicapped Personnel Preparation Division	20,000
Joseph P. Kennedy, Jr. Foundation	11,515
TOTAL	$413,515

BUDGET JUSTIFICATION

Operational Costs	$100,000
Very Special Arts Festivals	95,515
Model Sites	70,000
Research	68,000
Teacher Training	33,000

Special Projects	37,000
National Awareness	10,000
TOTAL	$413,515

NOTE: The projected budget for FY 78 is $250,000 from HEW, U.S. Office of Education, Division of Arts and Humanities. It is anticipated that other support may continue, or be identified, but no other funds have been appropriated to date.

CURRENT IMPACT

Very Special Arts Festivals: 27 Sites

Estimated number of people involved:	100,000	children
	5,000	teachers
	1,000	adminstrators
TOTAL:	106,000	

(Program implementation began January 1, 1977; therefore, only statistical estimates are available.)

Model Sites: 9 Sites

Estimated number of people involved:	9,000	children
	450	teachers
	200	administrators
TOTAL:	9,650	

(Program implementation began April 1, 1977; therefore, only statistical estimates are available.)

Special Projects: 5 Sites

Estimated number of people involved:	4,300	children
	300	teachers
	150	administrators
TOTAL:	4,750	

(Same note as above)

Research: 1 Site

Number of people involved:

160	children
8	teachers
25	administrators
10	specialists
TOTAL: 203	

National Awareness

Activity	Average number of people involved per month
Regular Mailings	600
Information Requests	300
Conferences	200
Meetings	100
TOTAL:	1,200/month

TOTALS

Children:	113,460
Teachers:	5,758
Administrators:	3,175
Others (Teachers, Parents, Administrators, etc.)	28,800
Total number of people directly impacted 1976-77	151,193

(Note: These figures do not include those people who have been contacted by NCAH program coordinators. Figures indicate only those people that are in regular contact with the NCAH office or NCAH program coordinators.)

CURRENT FUNDS GENERATED

At this date, it is estimated that an average of $50,000 is generated in local and/or state support for each of the 41 established state and local programs. Therefore, approximately $2,050,000 in private and public funds has been generated due to NCAH support. This does not include in-kind support services supplied by state and local agencies which include: salaries, office overhead, communications, transportation, etc.

This also does not include public and private support generated for such special projects as the Little Theatre of the Deaf week-long engagement at the Kennedy Center.

PROGRAM NEEDS

In order to accomplish the established goals of the National Committee, substantial and continual funding support must be identified. The National Committee will continue its efforts to obtain private and public financial support for special programs and projects. However, these funds do not provide adequate operational and program support. If the National Committee were to receive funds as a Special Project, model research projects, demonstrations, staff development programs, instructional packages, curriculum materials would be developed. The NCAH would act as an initiator of a rich variety of model programs that could be replicated in each of the fifty states.

Current funds have permitted the appropriation of modest grants ($1,500 - $3,000) to state and local education agencies in only twenty-seven states. The National Committee intends 1) to increase the number of handicapped people served by arts programs by 200,000 per year for the next five years. 2) to establish arts programs in all fifty states 3) provide technical assistance to these programs 4) develop model research, curriculum development, and training projects 5) document and disseminate information pertaining to arts for the handicapped 6) evaluate the impact and effectiveness of arts programs for the handicapped.

The continuation and expansion of the National

Committee efforts is dependent upon specific authorization from the Congress of the United States.

A draft of an appropriate authorization Bill to assist in the efforts of the National Committee, Arts for the Handicapped is attached.

DRAFT

A BILL

To authorize the Secretary of Health, Education and Welfare to distribute funds to the National Committee, Arts for the Handicapped, Inc. to assist such corporation in carrying out certain projects.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled. That (a) there are authorized to be appropriated $1,500,000 to the Secretary of Health, Education, and Welfare (hereinafter in the Act referred to as the "Secretary") for distribution to the National Committee, Arts for the Handicapped, a corporation incorporated under the laws of the District of Columbia (hereinafter in the Act referred to as the "corporation) in order to carry out the provisions of subsection (b).

(b) Any sums distributed to the corporation by the Secretary from sums appropriated under subsection (a) shall be used by the corporation for the establishment and support of model and demonstration centers to be located regionally throughout the United States, the purpose of which shall be

(1) the development of curricula for the training of handicapped persons and teachers of the handicapped in the arts,

(2) the development of programs for the training of handicapped persons for employment as professional artists, as teachers, of the handicapped and in arts related areas,

(3) the establishment of repositories of information regarding arts programs for the handicapped and the sharing of this information with persons who are handicapped, persons presently employed to work with the handicapped, persons preparing for employment in handicapped programs, and persons from organizations representing the handicapped,

(4) the development of publications and media presentations for use in training and and for public awareness,

(5) the conduct of research,

(6) the exhibition and performance of the works of handicapped children and practicing artists in the arts, and for

([illegible]) the payment of salaries and expenses involved in the management of programs described in this subsection.

SEC. 2 The corporation shall, before receiving any sums from the Secretary under this Act, provide satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, such sums.

SEC. 3 (a) Except as provided by subsection (b), the provisions of this Act shall cease to be effective upon the effective date of any appropriations Act which makes an appropriation to carry out the first section of this Act which, together with any other such appropriation, is equal to the authorization made by subsection (a) of the first section of this Act.

(b) Any appropriation made to carry out the first section of this Act shall remain available until obligated or expended.

Prepared by: Wendy Perks
Executive Director
National Committee, Arts
for the Handicapped
April 28, 1977

Mr. BEARD. Thank you. I certainly appreciate your testimony. If I had my way, you could have the whole Treasury, but that is not the case. I appreciate it very much.

Are you the late president's sister?

Mrs. SMITH. Yes. I am.

Mr. BEARD. The whole family has done an awful lot for a lot of people. When John Brademas comes back, I will tell him.

Mrs. SMITH. I will appreciate it.

Mr. BEARD. It is hard to get the Government to appropriate money. It is only recently that poor children have had exposure to museums, repertory theaters and others.

One of your illustrations today brings out the fact that not only is it children that have disabilities, but art has a way of teaching. That is what you are really trying to say, art instills self-confidence in a person. I will let them know. Don't you worry about a thing. When it comes to the floor, I am 100 percent for it.

Ms. PERKS. The next witness is Phyllis Wyeth.

STATEMENT OF PHYLLIS WYETH, ARTS ADVOCATE, NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED, BLOOMINGDALE, DEL.

Ms. WYETH. Good morning. My name is Phyllis Wyeth, and I am testifying today on behalf of four organizations: First: As a consultant for the National Endowment for the Arts; Second: For the National Committee on Arts for the Handicapped; Third: For the National Endowments for the Arts Advisory Task Force to the White House Conference on Handicapped Individuals; and, Fourth: for Mr. Russell's President's Committee on the Employment of the Handicapped.

I appreciate the opportunity to speak with you today concerning a subject which affects me deeply, art programs in our schools for handicapped children.

Respecting the time pressures facing you, I shall be brief. Many people unfortunately feel that the arts are not important in a child's educational process. They regard reading, writing, and arithmetic as the only necessary tools. The arts, they contend, are merely recreational, busy work of no intrinsic psychological or educational value.

If I felt that way I would not be here today. I am here because I wish to share with you my perception of the major values of art programs for handicapped children, values which I came to appreciate through my experience as a teacher at the Terry Center in Wilmington, Del.

To aid your understanding of my experience, let me give you a brief background sketch of the Terry Center.

The center opened in September of 1969, and now provides services for approximately 50 emotionally disturbed schoolage children from the State of Delaware. The primary goal of the center is to provide early intensive treatment for a child to gain enough emotional strength to function effectively in his community.

The children served by the Terry Center are very sad or very angry. In some instances, they were born with a learning disability which, because of improper diagnosis and treatment, became manifested as an emotional or behavioral problem. They are often aggressive and destructive. They come from both poor and well-to-do families which have bred rejection and low self-worth, instead of encouragement and love.

Months after the school was founded, an art program was created and a full-time art teacher was hired. The children began to finger paint and to make simple ceramic dishes and figures. The arts program has served in part to determine whether these children were severely disturbed or retarded.

But more importantly, art activities have played a significant role in the therapeutic process. They provide a nonthreatening form of emotional release (an opportunity for the child to express his individual emotional needs). And they provide an avenue to renewed confidence and self-esteem, a way to communicate without the use of words.

As a result of working closely with these children, I have witnessed first-hand the most extraordinary development in a child's self-concept. I would like to show you something. This is a vase created by a friend of mine, 7-year-old Jimmy Sinclair. One may say, "It looks like it could be done by most any 7-year-old." And I would agree, but Jimmy is not just any 7-year-old.

He is an autistic child, a child who had never responded to the caresses of his mother and father. His childhood was spent crouching under a desk, pounding his head endlessly against it, and biting his fingers feverishly. He would not communicate with any human being. He related only to his miniature toy farm animals, whose sounds he would imitate almost perfectly.

Jimmy would go into a rage if you tried to interfere and play with his animals. He did not want any human contact, not even eye contact. However, it was through the arts program that we at the Terry Center were first able to communicate with him.

He began to enjoy modeling with clay, and out of the clay came a beautiful vase. He painted it, and then he glazed it. How incredibly proud he was of his vase. This art activity gave Jimmy the opportunity to express himself without the use of words or direct contact with people.

This was Jimmy's first step toward success, the first outward sign that his life would have personal meaning. And because of this dramatic breakthrough, Jimmy's confidence and self-image improved immensely.

This success stimulated his interest and activity, thus improving his skills and his ability to communicate. This was the first time he realized he could actually do something on his own. Today Jimmy is a superior student at his school, despite the death of his mother due to a terminal illness. However, he does still have a problem relating to his classmates, but he quite freely discusses it.

Through our music program at the Terry Center, I realized the importance of music as a teaching tool. Picture this, if you will, seven or eight children about 7 years old, all in different corners of the room, all doing their own thing and not wanting to communicate with anyone. Each day for months, a record is turned on. It has a deep, slow, contagious rhythm. Throughout this period the teachers gradually and painstakingly get the children to hold hands and with the same patience they encourage these children to stamp out a rhythm with their feet.

Some time later it dawned on us that we could also teach the children to count this way. In addition, these children showed us how music helps them not only to count, but also how movement and dance increases their awareness of mind, and how physical activity and musical games provide a challenge to independent thought and action. The powerful influence of music on the complete development of a child appears especially evident in the cases of those individuals whose development is affected or delayed physically, psychologically, mentally, or socially.

From what I have said, you can see that through my experience at the Terry Center I came to appreciate even further a child's capacity to derive extraordinary psychological and educational benefits from our arts program. Through these creative experiences, the children are rewarded with the ability to learn better and communicate with a world perceived as hostile.

The National Committee for the Arts and the Handicapped is committed to encouraging programs such as that just described. To a significant extent, our success depends on your support. For your continued support for arts programs can indeed be instrumental in helping replace a child's perception of ugliness with beauty, feelings of despair with hope, and rejection with love.

Thank you again for providing me with this opportunity to appear before you. I feel deeply privileged.

Ms. **Perks**. This is Laureen Summers.

Mr. **Beard**. We are glad to have you, Laureen.

STATEMENT OF LAUREEN SUMMERS, HANDICAPPED ARTIST, NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED, WASHINGTON, D.C.; ACCOMPANIED BY LOUISE APPELL, PROGRAM COORDINATOR

Ms. **Summers**. I am here to talk about myself. I am a weaver. I have been weaving for the past six years. I can't imagine what it would be like for me not to have art in my life. I think it is obvious that handicapped people would have a hard time surviving without art.

The Committee for the Handicapped is one of the few places where I have really found support and encouragement for what I want to do in my life.

Because I am a little scared, I have asked Mrs. Appell to read a very short statement.

Mrs. **Appell**. We would like to show you some of Laureen's things. She is a weaver.

[Exhibition of Ms. Summer's weaving.]

Mr. **Beard**. That is very good. Did you make that?

Mrs. **Appell**. I can read her statement for her.

Mr. **Beard**. I think she said it all. You can read it if you like. You did a good job.

Mrs. **Appell** [reading]. I am a weaver with a slight case of cerebral palsy. I have been weaving for the past 6 years. As a handicapped person, it has been very exciting for me to overcome feelings of inadequacy and dependency as I strive to discover my potential as an artist. When I weave, I feel completely in charge of myself. I think of my accomplishments as statements of myself, my longing to create something real and beautiful.

Having a physical handicap is not the easiest thing in the world to cope with. Although there are laws and bills being passed to facilitate the integration of disabled individuals into the mainstream of society, many barriers still remain.

The path to my own growth and acceptance as a handicapped artist has often been scattered with fear and doubt. As I seek out able-bodied persons, there is often the initial fear of she is different, I must be careful. The myth about disabled people states that such persons are not whole individuals they are weak; mentally unsound; unable to take care of themselves. Each revision to this myth gives a little more credit to the handicapped person, but the belief still prevails that such an individual is a cripple and cannot function as well as his/her peers.

People like myself often buy this myth of inadequacy. We fit ourselves into the images provided for us. Without good support and productive expectations from able-bodied people, handicapped individuals sometimes revert to creating their own failures. This is what they are used to for themselves and what they feel is expected of them.

We all carry some fear around with us about the unknown. Able-bodied people fear becoming disabled and destroying their image of beauty and perfection. This makes it hard for such a person to confront a handicapped individual and recognize the beauty of sensitivity that lies beyond the handicap. It seems logical that emotional support is needed to help us to acknowledge and explore these kinds of fears. Once fear is accepted, it becomes easier to let go of it and move ahead to handle a frightening situation.

Society needs direct confrontation by handicapped individuals who have been pushed into the background for many years. People like myself need to feel expectation and appreciation from others—that we all have good potential and the ability to be cooperative and productive.

Art is extremely important for disabled people, because it may often be the only source of expression that they have. The old saying that a picture is worth a thousand words rings quite true. I have seen beautiful, creative products come from mentally retarded persons whose potentials have been considered to be quite limited and unskilled.

Weaving has gained me support and respect in a world which I am sometimes afraid to enter. Because I had trouble fitting into the images that most people grow up with, the need to find something different became necessary and vital.

Art is an individual statement; it opens the door to an understanding which has not been there before. It is a way to reach beyond the fear that separates us from each other. It has the potential to bring us all together at last.

Mr. BEARD. That is very, very nice.

Mrs. APPELL. Could we ask that this also be inserted in the record?

Mr. BEARD. That will also be incorporated in the record.

[The statement of Ms. Summers follows:]

Ms. Laureen Summers

Testimony presented before the House Sub Committee
on Select Education

on
May 2, 1977
on behalf of the
National Committee, Arts for the Handicapped

I am a weaver with a slight case of cerebral palsy. I have been weaving for the past six years. As a handicapped person, it has been very exciting for me to overcome feelings of inadequacy and dependency as I strive to discover my potential as an artist. When I weave, I feel completely in charge of myself. I think of my accomplishments as statements of myself - my longing to create something real and beautiful.

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Mr. Beard. That was the last speaker.

In closing, I want to thank you very, very much certainly for your presentations, for the demonstrations here that have brought out many, many things that are important to us in order to be able to come up and work out the final legislation. This is going to mean something, and we hope you will be served by it.

I think, too, there are handicaps of various kinds. There is a certain blindness to the real life we live in. Laureen, you may have a so-called handicap, but let me tell you, the people on this end have handicaps at times. We are blind to reality and blind to the realization of what is going on around us. You keep on making those rugs or whatever they are. We thank you for bringing them.

Mr. Heftel. Would the gentleman yield at this point?

Mr. Beard. I yield to my colleague.

Mr. Heftel. Just very quickly, I wanted to say hello to Harold. Dave Warner was in to see me last Thursday. We go back about 28 or 30 years in the formation of AMVETS. Dave and I were commanders in Utah. This is the first time I have seen Harold since those years and I want to say how good it is to say hello again.

Mr. Russell. It is a privilege to be here. Thank you.

Mrs. Appell. May we leave some pictures of the children's paintings in the arts program?

Mr. Beard. Surely.

Mr. Heftel. I have one quick apology to make to the chairman for myself running back and forth and for the small attendance. However, I think I can guarantee with the chairman that the actual number of people present from the Congress has nothing to do wtih and no relationship to either our understanding of the problem or the action that will ultimately be taken. You have our appreciation for your coming here to present your testimony to us, all of which will be in fact read.

Mr. Beard. It is a crazy job. Sometimes you have three committees going on at one time. We do thank you all for coming here today.

The subcommittee will adjourn for today. We will start tomorrow at 10 o'clock in this room for the markup. The subcommittee now stands adjourned.

[Whereupon, at 1:05 p.m., the subcommittee was in recess, to reconvene on May 3, 1977, at 10 a.m.]

APPENDIX

"FEDERAL PROGRAMS FOR THE
EDUCATION OF THE HANDICAPPED"
Testimony of
HONORABLE JAMES C. CORMAN (D-CA)
Submitted for the Hearing Record
of the
SUBCOMMITTEE ON SELECT EDUCATION
HOUSE EDUCATION AND LABOR COMMITTEE
MAY 12, 1977

Mr. Chairman, it is a privilege for me to participate in this discussion of federal legislation impacting on the education of the handicapped.

The House Education and Labor Subcommittee on Select Education has consistantly shown a sensitive understanding for the special needs of the physically and mentally disadvantaged. Over the years your concerns and insights have resulted in meaningful and constructive legislation. Because of your work and your Senate counterparts, we can be proud that the federal government has a respectable and responsive record in educating our young people who are handicapped. In particular, we have a long and distinguished record regarding the education of the deaf and hearing impaired.

Our federal commitment to the deaf goes back more than 100 years to the establishment of Gallaudet College in Washington, D.C. Its purpose then and now is to provide c[illegible]ge preparatory, undergraduate and continuing education programs fo[illegible]e deaf and a graduate program in fields related to deafness.

Gallaudet is a federally chartered college providing a unique and necessary specialized education. We owe it continuing support.

In 1965 the Congress responded to the trade needs of the deaf and created The National Technical Institute for the Deaf (NTID). This institution provides residential, coeducational, postsecondary, technical education for young deaf people in order to prepare them for successful employment.

Now, more than ever, NTID is performing a valuable function by giving the hearing handicapped the skills necessary for meaningful work. We must maintain our responsibility there.

These two East coast institutions and the specialized programs under their jurisdictions represent our total permanent funding investment in higher education for the deaf and hearing impaired. Other postsecondary institutions must compete for funding under section 625 of the Education of the Handicapped Act which is administered by The Bureau of the Education for the Handicapped under the Office of Education within the Department of Health, Education and Welfare. During Fiscal Year 1976 BEH administered a total of 17 federal programs impacting on the handicapped with section 625 funds representing an allocation of $2 million. These funds are designed to make grants to institutions of higher learning including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies for the development and operation of specially designed deaf and other handicapped programs. In making these grants special priority is given to:

a) programs serving multistate regions or large population centers;

b) programs adapting existing programs of vocational, technical, postsecondary or adult education to the special needs of handicapped people;

c) programs designed to serve areas where a need for such services is clearly demonstrated.

The Regional Vocational Adult and Postsecondary Programs, or section 625 programs as they are commonly referred to, are a tremendous boost for colleges and technical schools where state funding is not adequate to support specialized handicap services. As with any successful people program, section 625 suffers from overdemand and inadequate resources.

Of the $2 million allocated in FY 1976-77 under this program of 13 grants, only four grants directly and primarily impacted on the deaf. Other grants were awarded within the statutory definition of "handicapped persons" which includes the mentally retarded, speech impaired, visually handicapped, emotionally disturbed, or crippled. The competition for this limited funding is keen. Over one hundred institutions applied for support under section 625 funds and thirteen grants were awarded. This means that chances for federal support are decreasing because demand is on the upswing and the funding level appears to be static. Estimates for FY 1978 allow $2,000,000 for section 625 — the identical allocation made for the previous Fiscal Year. This simply indicates that no adjustment for inflation or expansion of successful programs has been made. While states offer some help in supporting institutions engaged in special handicapped programs, their level of support is predicated on scarce resources which is reflected in the level of their contribution.

California has been supportive of special handicapped programs through its Department of Rehabilitation. One of the very fortunate institutions to receive both state and federal support has been California State University, Northridge Center on Deafness.

Located in the San Fernando Valley in Los Angeles, The Center on Deafness is a part of CSUN with handicapped students taking instruction in the same classroom as normal hearing students. The Center provides an alternative learning experience to the more traditional segregated education technique which is usually employed for the hearing handicapped. Since its creation in 1964, the Center has expanded from two hearing impaired or deaf students to a total of 170. The program is focused towards providing graduate level instruction with special sign language interpreters and tutors available to assist needy students.

The obvious advantage to such an innovative and unconventional program is that it is cost effective. Special building construction has not been necessary because of the adequate facilities made available by the university. It is estimated that CSUN Center on Deafness has kept the cost down to about 1/3 of other specialized educational institutions. And it has had two other practical spin-offs because of its integrated approach.

One of the most obvious ones is that because the hearing impaired and deaf mingle freely with other non-handicapped individuals, the mystery and awkwardness of the situation is diffused. A tremendous give and take naturally develops between those who have no hearing problems and those who do. Both my daughter Mary Anne and my son Chuck attended Cal State Northridge and commented on that fact. They, in turn, learned some sign language and understood first hand the special problems of the hearing handicapped.

A second factor is the help that students can offer relating to job placement. The inter-relationships which develop in the classroom can spill over with the students filtering job leads to their fellow students.

I cannot and should not offer an evaluation of the benefits of segregating or integrating the educational process for the hearing handicapped. There is a division of opinion within the education community about the benefits and liabilities of each approach. I do not have the expertise necessary to make a judgment. It does seem clear, however, that the integrated approach is a valuable and tenable way to teach and prepare students for a socialized existence. California State University, Center on Deafness has employed that approach since its inception.

BEH has recognized The Center's innovative methods and has rewarded it with federal support. Other institutions have not been as fortunate.

While the federal government can not alone bear the burden for all handicapped programs, we must expand section 625 funding to accommodate more institutions with specialized programs for the handicapped.

Furthermore, it has become necessary to institute a better funding procedure for section 625. Institutions must be able to plan and program their special services over a projected time frame which normally exceeds the one year funding period. Forward funding is a concept which would deal effectively with this basic problem.

At the present time, institutions receive one year grant approval and must re-apply for additional support on a year by year basis. In order to coordinate services and facilitate planning of these specialized programs which involve students, tutors, teachers, and administrative personnel, it would seem advisable to approve a grant on a one plus one basis. That is, approve the grant for year one with a guaranteed commitment for the second year with appropriate inflationary adjustments.

If instituted, this procedure will not solve the evergrowing problem of scarce federal resources or austerity budgets. It will only meet the problem of better campus planning for the deaf and handicapped.

Only an increase in the dollars available for distribution will reduce the fierce and unfair competition for funding.

We can better understand how invaluable funds are when we listen to testimony given by Lawrence Fleisher and Roderick Macdonald, the former an Assistant Professor, Special Education at California State University, Northridge and the latter an alumnus of CSUN and presently a senior computer programmer with the Department of Labor. It is safe to say that their careers would have been severely limited if not halted completely if federal monies had not been available for their specialized education. As their individual presentations to this Subcommittee indicate, support services such as note taking and interpreting for deaf students have made the crucial differences between professional and non-professional career status, income and lifestyle.

But there are many Larrys and Rods who will not have the opportunity to explore their full potential if they are denied essential suppport services in higher education. There exists today, more than ever before, a desperate need for adequate federal funding for section 625 programs. California State University, Northridge represents an outstanding and continuing commitment in this area.

Mr. Chairman, the test of a society is its treatment of the poor and disadvantaged. We have scored respectable marks in the past and now we need to re-double our efforts. With almost 2 million deaf people in this country and well over 6 million with a serious hearing difficulty, I am confident that this subcommittee will recognize the expeditious needs of reporting out responsive legislation for the education of the handicapped.

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DR. HENRY VISCARDI, JR.
TESTIMONY FOR THE HOUSE OF REPRESENTATIVES
SUB-COMMITTEE ON SELECT EDUCATION
May 2, 1977

I am very pleased to be able to offer written testimony to the House Sub-Committee on Select Education, and I fully support the request for authorization and appropriation of adequate monies to The National Committee Arts for the Handicapped to carry out the essential and significant work of insuring an education in the arts for all handicapped children.

The work of the National Committee Arts for the Handicapped will include not only planning, implementation and evaluation of the unique programs which are so essential to the continued growth and development of our handicapped children, but also, through their dissemination plans, the success of their programs can be replicated throughout our nation.

I have seen firsthand the essential role that the creative and performing arts can have in the life of the disabled child and adult. As President and Founder of Human Resources Center, an education, vocational training and work demonstration facility for disabled children and adults, I have encouraged programs in the arts for the handicapped on our campus since its founding twenty-five years ago. In our school for severely disabled children, which offers a complete education from pre-school through senior high school, we have noted the essential role that the creative and performing arts play in the social, intellectual and emotional development of our children. We find, and our medical staff has confirmed, that the creative and performing arts have been essential elements in the continued medical and physical progress of our children.

These same facts have been found to be true for the disabled adults who are employed in our work facility, Abilities Inc. Indeed almost since its inception, clubs in drama, music, and fine arts have been part of the extra work experience offered to the disabled employee.

Creativity, inherent talents for music, drama, dance and indeed all the arts are no way diminished just because of infirmity. Indeed, through our University Extension Program, we have been training teachers in wheelchair drama, chorus and eurythmy.

Our research faculty confirms that increased psychomotor skills result from children and adults participating in programs of this sort. Our psychologists all confirm that self image and the identification of ego are all attainable through the use of the creative and performing arts. They serve not only as evaluative systems but also as therapeutic tools.

The history of the arts shows a phenomenal list of the disabled who have attained greatness. Neutra in architecture, Lautrec in painting, Pearlman in music, Bernhardt in theater, Byron in literature, Browning in poetry. There have been vast numbers of the disabled whose contributions to the creative and performing arts have made all of our lives richer.

Our disabled citizens through their creativity, through their sensitivity, through their unique lives can most certainly attain greater fulfillment if they can share in the arts, man's most precious heritage, and the non-disabled citizen may attain a greater fulfillment through the artistic creation which his disabled brother and sister achieve.

I am pleased to urge the continued support of the National Committee-Arts for the Handicapped, and I appreciate the opportunity of entering my thought as testimony for the House Sub-Committee on Select Education.

Mark Perrone

A Beginning, Not an End

Testimony before the Sub Committee on
Select Education
on
May 2, 1977

on behalf of the
National Committee, Arts for the Handicapped

In Lewis Carroll's famous classic, Alice in Wonderland, the White Rabbit says, "There is never an ending, only a beginning." Nineteen years ago, I'm sure my mother felt as though a part of her life was ending. She gave birth to her first child - my brother Paul - and the attending physician told her to "put him away and forget she ever had a son."

Actually, the life of my mother and the life of my mongoloid brother Paul was only beginning, because my mother and father decided to assume the responsibility for nurturing the life of another human being. They wanted to survive, and they wanted Paul to survive. During the past seventeen years that I have been alive, I have watched my parents pay a heavy price for survival, and I have watched my brother Paul pay the price as well. My parents, at times, have been frustrated, angry, bewildered; and have had to listen to outrageous garbage about handicapped kids, created by ignorance, fear and a total lack of commitment on the part of our public servants.

The price my brother Paul has paid has been particularly heavy in the area of his education. I have seen him shifted from one poor classroom to another and labled and stored on a shelf like a piece of meat in the Eagle Supermarket where I work after school. Obviously, somewhere along the way, my mother decided they had to create their own learning tools for Paul to balance the destructive elements working against him. They wanted to support him as an important human being. Both my parents had a good background in the creative arts. They are both trained journalists who put great faith in perceiving, responding, creating and evaluating. My mother began to use music at home on records, tell stories endlessly to Paul and all of us, danced with Paul, play acted with Paul and painted and drew with him. Creativity and excitement was alive in our house.

All of us began to realize that the arts were learning tools for watching, listening and expressing ourselves. We began to think how great it was that we could produce something from our own skulls. Paul began to produce. Inspite of dark and gloomy predictions from the doctors and the teachers, Paul learned at home through the basic tools of art to read and write and speak. He considers himself a valuable person - so do we. My mother was so excited about using art with handicapped kids, that she started a camp in Rockford, Illinois using the same ideas with the handicapped children in the town that she had used with Paul. Now there are many kids in Rockford who value themselves.

As public servants, you all have the responsibility to emphasize the uniqueness of all the people who need you. The arts offer programing for handicapped kids that respects their individuality and helps them respond to life. The arts offer a beginning, not an end, so that we can find a new way to take handicapped kids off the shelves and into the lights of all our lives.

TESTIMONY

ON

THE EDUCATION FOR THE HANDICAPPED ACT

Respectfully Submitted
To

THE SUBCOMMITTEE ON SELECT EDUCATION
OF THE
HOUSE COMMITTEE ON EDUCATION AND LABOR

Presented By

THE NATIONAL ASSOCIATION FOR RETARDED CITIZENS

Witness:
Mr. James Chapman

Monday,, April 25, 1977

Mr. Chairman, my name is Jim Chapman. I am the parent of a mentally retarded child and a member of the Board of Directors of the National Association for Retarded Citizens. I wish to thank you and the Members of the Committee for allowing me this opportunity to speak before you on behalf of our country's six million mentally retarded citizens. As you well know, their needs are great. They require many supportive services to make their lives more meaningful. The one service required by all retarded children is education. Education serves as the foundation for further training for employment, for living independently or with supervision in the community, and for participating in normal activities which society generally takes for granted.

Thanks to you, Mr. Chairman, and the Members of this Committee, the Federal role in educating handicapped children has been significantly increased. The enactment of the Education for All Handicapped Children Act holds great promise for all children, regardless of the severity of their disability, to profit from an appropriate public education. While much of our attention is turned to the implementation of the State Grant Program, we must not neglect the other important programs in the Education for the Handicapped Act. These programs have been a major resource for improving educational programs for handicapped youngsters. The National Association for Retarded Citizens (NARC) would like to focus your attention on certain of these programs which we feel need to be extended and expanded.

Early Childhood Education (Part C. Sec. 623)

The many programs funded under the Early Childhood Education Program have served as catalysts for the development of educational programs for young handicapped children. It was not too many years ago that local units of the National Association for Retarded Citizens were operating most pre-school and school programs because the public schools would not provide these services. In many instances, this is no longer the case. The passage of P.L. 94-142 and the continued success of the Early Childhood Education programs have helped to demonstrate to the states that handicapped youngsters can and must be educated. However, much still must be learned in order to develop appropriate programs for these children. The programs funded by this section of the Act have pioneered curriculum development, teaching methodology and other important components in the education of young children.

There remains a continuing need in this area, particularly in light of the pre-school incentive program in P.L. 94-142. NARC envisions these programs as complementary and supportive of each other. We request your continued support of the Early Childhood Education program.

Programs for the Severely Handicapped (Part C. Sections 621 and 624)

By far, the most neglected children in terms of education have been those with severe handicapping conditions. Thousands and thousands of severely and profoundly retarded children have been systematically denied access to a public education in spite of many local and state laws to the contrary. Again, we have great hopes that the implementation of P.L. 94-142 will solve this injustice. However, without the special projects for the severely handicapped in Part C, school systems will lack models from which to base their programs. So much needs to be learned in this area that every resource available must be utilized to the fullest.

Mr. Chairman, for these reasons, NARC urges the Committee to continue to support Part C of the Education of the Handicapped Act.

Personnel Training (Part D)

The continued preparation of trained personnel to meet the educational needs of handicapped students is a vital concern. This is particularly important as the education community prepares to serve a new population, the severely and profoundly mentally retarded student. In order to meet this challenge, many new teachers and support staff will need to be trained to meet the special needs of these children. Frankly, not enough is known on how to best educate this population. It is critical that institutions of higher education, special education agencies and others gear up to meet this challenge.

The National Association for Retarded Citizens suggests that certain funds in Part D be set aside for the in-service training of currently available teachers and aides. By so doing, teachers and aides who have already demonstrated both the interest and talent in working with the handicapped can be more fully utilized in a shorter period of time and with a greater expectation that quality education will be available.

Severely handicapped children and their parents cannot wait four or more years while new special education teachers are trained in colleges and universities. A ready pool of seasoned special educators is avialable for re-training. Funds from Part D should be made available on a high priority basis for this purpose.

Our organization is a recipient of a grant from this part of the Act. We are now in the process of training educators and parents of handicapped children to work together in understanding the special needs of severely and profoundly retarded children. In addition, we are training them to better monitor public school programs. The trainees who are directly trained by us will then replicate the program in their local ARC units. By the end of the project in mid-1979, we expect to have trained a full cadre of parents in each region of the country. This inexpensive, yet effective process should escalate the implementation of the Education for All Handicapped Children Act and allow more informed participation by parents in their children's education programming.

In summary, Mr. Chairman, NARC firmly believes the various Special Project programs are essential components of education programs for the handicapped which require your prompt attention. We recommend the extension of the programs as rapidly as possible.

AMERICAN FOUNDATION FOR THE BLIND, INC.

1660 L STREET, N.W.
WASHINGTON, D.C. 20036
TEL. 202 467 5996

STATEMENT OF IRVIN P. SCHLOSS, DIRECTOR, GOVERNMENTAL RELATIONS OFFICE, AMERICAN FOUNDATION FOR THE BLIND, TO THE SELECT SUBCOMMITTEE ON EDUCATION, COMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, ON H.R. 6692, THE EDUCATION OF THE HANDICAPPED AMENDMENTS OF 1977.

May 6, 1977

Mr. Chairman and members of the Subcommittee, I appreciate this opportunity to advocate extension and improvement of the discretionary grant programs under Parts C, D, E, and F of the Education of the Handicapped Act as proposed in H.R. 6692.

In supporting H.R. 6692, I am representing three national organizations in the field of services to blind and severely visually impaired individuals. These organizations are the American Association of Workers for the Blind, the national membership organization of professional workers serving blind persons; American Foundation for the Blind, the national voluntary research and consultant agency in services to blind persons of all ages; and Blinded Veterans Association, the Congressionally-chartered membership organization of the Nation's warblinded.

All three of these national organizations endorse enactment of H.R. 6692, the Education of the Handicapped Amendments of 1977, with accompanying report language designed to assure adequate attention to the critical need for trained personnel in programs serving children with low prevalence severe

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handicaps, such as the blind and visually handicapped, the deaf and hearing impaired, the deaf-blind, and various other multihandicapped children.

It is estimated that there are some 66,000 visually handicapped children under 19 years of age requiring special education and related services and that 23,000 of this number are unserved. An additional 19,000 children under 19 are estimated to have serious impairments in addition to a visual handicap or to be deaf-blind. Of this number, some 12,000 children are not being served.

We believe that the increases in appropriations for special education personnel authorized by H.R. 6692 will materially help to reduce the number of unserved visually handicapped children, particularly if grants to universities under Part D of the Education of the Handicapped Act are administratively directed by the Bureau for the Education of the Handicapped (BEH) to meet the special needs of this small target population. I understand that, at present, universities receiving grants for personnel training are permitted considerable latitude in the types of personnel trained, with the result that the number required to work with small target populations like the blind, the deaf, or the multihandicapped is not keeping up with the need. In particular, fewer leadership personnel at the doctoral level are being trained today than was the case several years ago for faculty positions in university teacher preparation programs for the visually handicapped and for research programs to improve education methods for the visually handicapped.

As the provisions of Part B of the Act for identification of unserved and underserved handicapped children are increasingly implemented, we believe that this shortage situation will become more acute, unless BEH is directed by report language to establish priorities to meet the special needs of low prevalence target populations of handicapped children.

Another critical area of need continues to be adequate preschool programs for visually handicapped children with serious additional handicapping conditions. We hope that BEH can focus on this special need using the various components of the Act--personnel training, research, and special services and projects under Part C.

Contemporary technology is assisting in the production of educational aids of great significance for visually handicapped children as well as adults. There are now talking calculators available to blind persons for use in school, at work, and at home. The Optacon converts print to tactually discernible letters. Practical reading machines which convert print into synthetic speech are readily foreseeable. Funds under the Education of the Handicapped Act play a significant role in the development of these devices as well as less sophisticated but equally valuable educational aids.

With the training of appropriate personnel and the financing of innovative educational projects, the Education of the Handicapped Act can continue to play a vital role in the lives of handicapped children by preparing them for transition to vocational rehabilitation programs and productive lives as adults. By extending and improving the discretionary grant programs, H.R. 6692 will assure their continuation as vital resources to the handicapped child, his family, and his teachers.

SUBCOMMITTEE ON SELECT EDUCATION

Monday, April 25, 1977 - 9:30 a.m. Room 2175 Rayburn House Office Building

Background Information on Campus Services for the Deaf, California State University, Northridge (CSUN)

California State University, Northridge (formerly known as San Fernando Valley State College) is located in suburban Los Angeles on a 350-acre campus consisting of 14 major buildings. Today, about 28,000 students (170 of whom are deaf) are enrolled in the eight schools and 50 departments of the university.

A brief profile of the deaf student body follows: they range in age from 16 to 81; they are a profoundly deaf group; 10% of them have a secondary handicap in addition to their deafness (two of these persons are deaf-blind); they come from 32 different states and several foreign countries, and they are enrolled in nearly 500 classes across the university.

The model is unique in that deaf students are fully integrated into regular university classes, as opposed to having segregated classes exclusively for deaf persons. About 70% of these students are upper division (junior and senior), or graduate students with a professional goal, such as teaching, as a career objective. A typical class consists of a regular university professor, an interpreter who translates the spoken word of the instructor into sign language, one or more deaf students, and 20-25 hearing students. Deaf students succeed academically at the same rate as hearing students at CSUN because the support services provided (interpreting, tutoring, notetaking, counseling) enable them to function as "first class citizens" in an integrated university setting where they study and compete alongside their hearing peers.

In addition to interpreting services for the usual lectures, interpreters are also provided for certain university related off-campus activities. For example, a health class in which a deaf student was enrolled, received an assignment to observe the Emergency Room of a busy inner-city hospital from midnight to five a.m. The deaf student's request for an interpreter was met! An interpreter translated the often-rushed words of the doctors and nurses into sign language for the deaf student, who was able to participate fully in this vital learning experience.

The model of support services in an integrated setting has proved to be successful with deaf as well as hard-of-hearing students at both undergraduate and graduate levels. It has also proved to be equally successful in serving deaf-blind students. Support services have enabled 50 deaf students to earn bachelor's degrees, and another 203 to earn master's degrees at CSUN. While most of the master's degrees have been in the areas of education and rehabilitation, there is every reason to believe that the model will be successful in every other undergraduate and graduate curriculum area, but particularly in the field of business.

The university's commitment to deafness goes back to 1960 when, through the efforts of Miss Mary Switzer, Commissioner of the Office of Vocational Rehabilitation, and Mrs. Spencer Tracy, Director of John Tracy Clinic in Los Angeles, a planning grant was awarded to initiate (in 1962) a "Leadership Training Program in the Area of the Deaf." This program was designed to alleviate a shortage of qualified change-agents in the fields of education and rehabilitation. The program now has 69 deaf and 141 hearing graduates who hold distinguished positions of leadership across the nation.

In 1972 the Board of Trustees of the California State University and Colleges system designated CSUN as a professional center for the training of deaf persons, and in the same year, a Center on Deafness was formed at CSUN. The Center on Deafness has two objectives: (1) to train professional persons to work with the deaf, and (2) to provide supportive services (interpreting, notetaking, tutoring, counseling) to deaf students at the undergraduate and graduate levels so they may pursue their studies successfully in the company of non-handicapped individuals.

Support services for deaf students were first initiated in 1964 when two deaf students enrolled in the National Leadership Training Program in the Area of the Deaf. As other deaf students sought admission, funds to pay for interpreters were solicited from community service clubs. Later, funds from the California State Department of Vocational Rehabilitation covered the cost of support services for a growing number of deaf students. Federal monies were sought in 1974, since 60% of the deaf student body comes from states other than California.

The first federal grant for support services, through Section 625 of the ESEA legislation, came from Bureau of Education for the Handicapped in 1975. The amount was increased in 1976 but remained at the same funding level for 1977.

Since funds for 1977 have been held to the same level as those for 1976, this means that we will have to: (1) reduce support services for those currently enrolled, (2) admit fewer students, especially multi-handicapped students who require additional increments of support services, (3) curtail our summer course offerings, and (4) eliminate a "New Careers in Business" program, which has the partial financial support of several major corporations but requires support services to be successful.

If funding is not increased substantially, this can result in deaf students who live in western America going instead to eastern institutions. Instead of the integrated education they seek, they will have to be educated in a segregated setting. Instead of participating in a proven cost-effective program at CSUN, they will be forced to seek their education in institutions that operate at considerably greater cost to the federal government.

Two items relating to cost effectiveness may be of interest:

1. It is estimated that deaf graduates of CSUN pay more in federal taxes (about $400,000) than the amount of the federal grant given to CSUN ($318,205). In a sense, the taxes of deaf people are supporting the education of other deaf people.

2. Each year, the cost of serving deaf students with interpreters, notetakers, and tutors has dropped. For example, in 1974, the cost per hour of serving a deaf student was $4.65; in 1975 that dropped to about $4.25; and in 1976, the cost (over 44,500 hours) was $4.01 per hour of service.

Subcommittee on Select Education

Room 2175, Rayburn House Office Building, 9:30 A.M.

Honorable John Brademas

Chairman

Written Testimony and Supporting Documents of:

Dr. Lawrence Fleischer (Deaf)

Assistant Professor, Special Education
California State University, Northridge, and
Alumnus of CSUN

Mr. Roderick Macdonald (Deaf-Blind)

Senior Computer Programmer
Department of Labor,
Washington, D. C., and
Alumnus of CSUN

WITNESSES

Dr. Lawrence Fleischer is the deaf son of deaf parents. His wife and one of his two children are also deaf. In 1976, he received the Distinguished Teaching Award of California State University, Northridge, in recognition of teaching excellence. He holds two master's degrees from Northridge and a doctorate in educational administration from Brigham Young University.

Mr. Roderick Macdonald lost his sight at the age of three, and began to lose his hearing at the age of ten. He is a graduate of the Perkins School for the Blind in Watertown, Massachusetts. Rod came to Northridge in 1976 to study advanced computer programming, to learn sign language, and ultimately to enroll in a master's level program designed to train him for a leadership position in work with other deaf-blind individuals. He will earn his master's degree form Northridge in May of 1977. Rod distinguished himself by earning a perfect "A" average at the university.

INTERPRETERS

Mrs. Virginia Lee Hughes is the daughter of deaf parents. At Northridge, she is responsible for the delivery of interpreting and notetaking services. About 120 part-time personnel work with Mrs. Hughes and other staff members in assigning the appropriate service to a deaf person to insure their success in regular university classes. Mrs. Hughes is also a nationally recognized trainer of interpreters.

Michael Hartman trained as an interpreter at CSUN. Recently he received the Comprehensive Skills Certificate in interpreting from the national Registry of Interpreters for the Deaf. Mike worked his way through college as an interpreter, and after receiving his bachelor's degree from Northridge, he came to the Washington, D.C., area, where he interprets on a part-time basis.

ACCOMPANIED BY:

Dr. Ray L. Jones
Director
Center On Deafness
California State University, Northridge

Dr. Harry J. Murphy
Administrator
Campus Services for the Deaf
California State University, Northridge

SUBCOMMITTEE ON SELECT EDUCATION

Monday, April 25, 1977 - 9:30 A.M. Room 2175 Rayburn House Office Building

Statement of Roderick J. Macdonald, Senior Computer Programmer, Department of Labor, Washington, D.C.

PERSONAL BACKGROUND

Mr. Roderick J. Macdonald, a native of Massachusetts, has been legally blind since age three, and lost his hearing on a progressive basis beginning at the age of ten. He has not been able to hear classroom lectures since he was a sophomore in high school. He is now profoundly deaf. Mr. Macdonald attended several public schools before transferring, at the age of ten, to the Perkins School for the Blind in Watertown, Massachusetts. Currently, Mr. Macdonald is a Senior Computer Programmer at the Department of Labor in Washington, D.C. He has a B.A. Degree from St. Anselm's College in Manchester, New Hampshire, and is completing a Master's Degree at California State University, Northridge.

TESTIMONY

In 1962, I enrolled at St. Anselm's College in Manchester, New Hampshire, where I had planned to major in mathematics. Because I could not get math books in Braille, I had to change my major. I eventually settled on philosophy because only one book was required for each class and, at my parents' expense, I could usually get it transcribed into Braille in time for class. Since I could not hear lectures, I did not attend classes. An interpreter was something I had never heard of at this time. I simply read the books, took the exams, and was happy to be able to pass. I graduated from college with a "C+" grade point average. I was satisfied with this because I felt I had done the best I could under the circumstances.

Although I had a college degree, the only job my rehabilitation counselor could find for me was sorting nails in a Goodwill Industry sheltered workshop. I lasted about six months, then decided I wanted more out of life than that. I went to a computer programming school, then finally landed my current position with the Department of Labor.

For the past six years, I have been employed by the Department of Labor here in Washington, and am now a senior computer programmer. I have always had a deep concern for people, and hope to combine this with my aptitude for computer work by specializing in and training other handicapped persons as programmers. With this in mind, I sought additional training to help me reach this goal.

I knew of only two schools which might be interested in accepting me as a graduate...Gallaudet College and California State University, Northridge (CSUN). I applied to both. I was accepted for one course at Gallaudet, but only on the condition that I provide my own interpreter and the required course materials in Braille. Since I could not get any of these materials transcribed in time, I had to withdraw from the course.

In January of 1976, I enrolled at CSUN where they offered full support services for me. I have never worked so hard as I did in those eight months at CSUN. Sometimes I had in excess of 40 hours of lectures in a week, plus up to eight hours of homework at night. This was difficult because I had to get information through a manual communication method with which I still was not fully expert. Yet I got an "A" in every class, every paper, and every examination. My "C+" grade point average as an undergraduate became an "A" grade point average as a graduate student. This was made possible because of the support services provided by CSUN. I had two interpreters and a notetaker attending each class with me. Notes were later transcribed into Braille, as were other required materials. This was my first chance to compete with other students on a near equal basis, and the elation I felt at this opportunity, the fierce pride I felt in succeeding, are emotions I cannot describe accurately in words.

I have talked with many deaf and deaf-blind students and know their feelings of frustration...even despair...when they know they can succeed, but when the opportunity and support are not provided. It is most probable that we would never have had a Helen Keller if she has not had an Anne Sullivan to provide the support services she needed.

There exists today, more than ever before, a need for adequate funding of the regional educational programs providing this type of support services. Unfortunately, it costs a lot of money to support deaf and deaf-blind students.

Mr. Chairman, with your help and the help of this committee, these services will be provided for us.

SUBCOMMITTEE ON SELECT EDUCATION

Monday, April 25, 1977 - 9:30 A.M. Room 2175 Rayburn House Office Building

Statement of Dr. Lawrence R. Fleischer, Assistant Professor of Special Education, California State University, Northridge

TESTIMONY

I was born deaf to deaf parents on October 11, 1945, in Huntington, New York. My childhood was uneventful with full family acceptance of me and my deafness.

I was educated at the Lexington School for the Deaf in New York City and the New York School for the Deaf in White Plains. I received a bachelor's degree in mathematics from Gallaudet College in Washington, D.C.

Just before my graduation from Gallaudet, I applied for admission to their graduate teacher training program, at Gallaudet, but was not considered eligible. However, I was then hired as an Instructor in Mathematics at Gallaudet.

After teaching for a few years, I applied again to Gallaudet's teacher preparation program but was again not eligible.

Without a credential or an advanced degree, there was little opportunity for me to advance myself in higher education. I began to search for more education so I could upgrade myself.

I decided to apply to the teacher training program at California State University, Northridge. It was one of a few programs that would accept a congenitally deaf person.

I was accepted, and with the help of interpreting services, I earned my master's degree and teaching credential in January, 1972. My grade point average was 3.9.

Coming to Northridge was the best thing that ever happened to me. It was the first time in my life that I attended classes with hearing students. I came to realize that I am no different from others and this realization changed my view of the world. I was capable! I had potential!

I must credit Northridge for putting deaf people on an equal footing with hearing people. This happens because of the support services offered: interpreting, counseling, notetaking, and tutoring. I know that many more deaf people can succeed, as I did, if they are given the opportunity.

I pursued all that Northridge had to offer, earning a second master's degree in educational administration. Upon completion of the second M.A., I was offered a position as assistant professor of special education at Northridge. I was delighted to accept it as another new challenge because

I would be teaching both hearing and deaf graduate students. I needed an interpreter to be a successful teacher because I do not have understandable speech. The interpreter says what I sign, as you see here today. Everyone understands this way.

Last year I was a recipient of the university's Distinguished Teaching Award, in recognition of teaching excellence.

I serve on the usual university committees. For example, I am a member of the Affirmative Action/Equal Employment Committee. An interpreter accompanies me to those meetings and I am able to participate fully.

I depended on an interpreter in pursuing my doctoral studies at Brigham Young University where, in 1975, I received a doctorate in educational administration.

Without interpreting, I would be in a "dead-end" job, with no hope for advancement and with limited financial security. I doubt if I would have a master's degree. I certainly would not have a doctorate degree.

I have a deaf daughter and I want her to have freedom of choice. I want her to be able to achieve, as my wife and I have. I want her to have the best. She'll need interpreting services when the time comes to enjoy the best of life.

I am deeply concerned about the decision by Bureau of Education of the Handicapped to hold Northridge to the same level of funding in 1977 as in 1976 with no allowance for increased enrollment or increased costs. I ask Congress to substantially increase funding so that deaf students and deaf faculty members may have enough interpreters and other supportive staff to achieve within an integrated situation.

Please do not place limitations on deaf people. Please act to see that the Regional Postsecondary Programs under Section 625 of the Elementary and Secondary Education Act receive substantial increases in funding for 1978, and thereafter.

I would be happy to react to your questions or comments.

SUBCOMMITTEE ON SELECT EDUCATION

Monday, April 25, 1977 - 9:30 a.m. Room 2175 Rayburn House Office Building

Statement of Dr. Ray L. Jones, Director, Center on Deafness, California
State University, Northridge

Mr. Chairman and Members of the Committee:

I am Dr. Ray L. Jones, Director of the Center on Deafness at California State University, Northridge. I want to thank you for giving representatives from our University this opportunity of presenting oral and written testimony in support of increased funding to the regional programs serving deaf students as authorized by Section 625 of the Elementary and Secondary Education Act.

In 1964, California State University, Northridge initiated a "model" for serving qualified deaf students who chose to obtain their education in regular classes in a major liberal arts university. This model provides the support services of interpreting, notetaking, tutoring and counseling to deaf students. Since 1964, more than 2,000 deaf students have been served in formal academic classes, in national, regional, state and local workshops, and in formal extension classes using this model.

Bachelor's degrees have been awarded to fifty deaf students and one hundred ninety-nine deaf students have successfully completed master's degree programs at this university. Twelve of these deaf students have gone on to complete doctoral study at major universities across the nation.

This record documents the success of this integration "model" as a viable alternative to the traditional segregated special school in providing both undergraduate and graduate education to qualified deaf students.

In these past twelve years:

I. WE HAVE DEMONSTRATED THAT WHEN GIVEN SUPPORT SERVICES OF INTERPRETING, NOTETAKING, TUTORING AND COUNSELING, QUALIFIED DEAF STUDENTS CAN FUNCTION SUCCESSFULLY IN BOTH UNDERGRADUATE AND IN GRADUATE CLASSES IN A REGULAR UNIVERSITY.

   Academic research studies confirm that deaf students at California State University, Northridge are performing as well as hearing students.

   The typical CSUN deaf student is profoundly deaf, has been deaf since birth, is a graduate of a non-residential public high school program, is an uppe. division or graduate student, has had at least one post-secondary experience before coming to CSUN, majors in a field that will prepare him/her for service with other deaf persons.

   Dr. Richard Kinney, who is himself both deaf and blind, has said: "Our challenge is to reach the unhandicapped mind behind the handicapped senses."

   Through the use of sign language interpreters the unhandicapped minds of deaf and deaf-blind students like Dr. Larry Fleischer and Rod Macdonald are being reached.

II. WE HAVE DEMONSTRATED THAT DEAF STUDENTS CAN SUCCESSFULLY COMPLETE GRADUATE LEVEL PROFESSIONAL PREPARATION PROGRAMS AND UPON GRADUATION ARE COMPETITIVELY EMPLOYED IN FIELDS FOR WHICH THEY HAVE TRAINED.

Placement studies verify that 95 percent of the 199 deaf students completing master's degrees at CSUN are currently employed in fields for which they have trained. (See the attached report)

III. WE HAVE DEMONSTRATED THAT INTEGRATING DEAF STUDENTS IN UNIVERSITY CLASSES IS COST-EFFECTIVE REQUIRING NO MAJOR INVESTMENT IN "BRICKS AND MORTAR", YET GIVING DEAF STUDENTS FULL ACCESS TO A MULTI-MILLION DOLLAR PHYSICAL PLANT AND FULL ACCESS TO LABORATORIES, CLASSROOMS, DORMITORIES AND PLAYING FIELDS.

This semester 170 deaf students are enrolled in 485 different classes with a direct federal investment of only $318,000. No federal funds have been provided to construct or to maintain these classrooms, or to pay the salaries of the 485 university professors who teach these classes. This very modest investment of federal funds is more than repaid in the increased income taxes that deaf graduates are now paying.

IV. WE HAVE DEMONSTRATED THAT EDUCATION IN INTEGRATED CLASSES GIVES A NEW DIMENSION TO THE EDUCATIONAL EXPERIENCE OF BOTH HEARING AND DEAF STUDENTS.

With deaf students enrolled in 485 university classes and with an average of 20 hearing students in each of these classes more than 10,000 hearing students are sharing their college academic experience with one or more deaf classmates during the current spring semester.

Friendship, mutual understanding and respect develops between hearing and deaf classmates. Each semester more than 300 hearing students enroll in formal university sponsored classes to study sign language in order to communicate with their deaf classmates.

When these 10,000 students graduate and enter the employment market, they will be better prepared to accept a deaf coworker since they have learned to understand and to appreciate the capabilities of their deaf classmates.

WITH INCREASED FUNDING FOR 1978

Full support services for deaf students at CSUN can be resumed.

Additional qualified deaf students can be accepted.

The number of deaf students with other handicaps such as blindness, cerebral palsy, and orthopedic handicaps can be accepted.

A program to open new careers for the deaf in business and a program to serve more deaf-blind students can be implemented.

A "visiting deaf professorship" which in the past has brought such outstanding deaf scholars as Alan Crammatte, Robert Panara and Dorothy Miles to the CSUN campus to teach regular classes in Business, English, and Theatre can be resumed.

A program to train deaf and deaf-blind students to successfully use the telephone can be implemented.

It has been said that:

> "If you feed a man, he will hunger again.
> If you clothe him, his clothes will wear out.
> But if you give him access to good education,
> He will take care of himself."

With adequate funding to the regional programs serving deaf students, increased numbers of America's deaf citizens can become fully self supporting and "take care of themselves."

Majors of Undergraduate and Graduate Deaf Students Enrolled at California State University, Northridge, Spring Semester, 1977

Undergraduate

Art History	1
Art General	5
Art 2-D	1
Art 3-D	1
Biology	10
Business Administration	7
Accounting	6
Child Development	3
Computer Science	3
Communicative Disorders	1
Engineering	1
English	6
Finance	1
Health Science	6
History	1
Journalism	1
Liberal Studies	22
Mathematics	1
Physical Education	4
Psychology	6
Recreation	4
Sociology	3
Speech Communication	1
Theatre	4
Undeclared	19
	118

Graduates

Admin. & Supervision	10
Biology	1
Business	1
Child Development	1
Counseling & Guidance	1
Sociology	1
Special Education	27
Unclassified	9
	51

Center on Deafness

California State University, Northridge

Current Employment of Deaf MA Graduates of California State University, Northridge

April, 1977

DEAF STUDENTS AWARDED MASTER'S DEGREES FROM CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, 1964-1976

1964

DILLON, Thomas
AB: Gallaudet, 1940
Major: English
MA: University of New Mexico, 1944
Major: Education
MA: CSUN, 1964 - NLTP
Retired as Principal of New Mexico
School for the Deaf
Santa Fe, New Mexico

IRGENS, Henning
BS: Gallaudet, 1957
Major: Education
M.Ed.: Indiana State Teachers' College, 1960
Major: Education
MA: CSUN, 1964 - NLTP
Deaf Consultant, Communication Services
Dept., State Technical Institute &
Rehab. Center, State of Michigan

1965

BURKE, Douglas
AB: Gallaudet, 1955
Major: English/Philosophy
MA: CSUN, 1965 - NLTP
Ph.D.: University of Rochester, 1974
Director, Educational Programs for the
Deaf, Office of Education for the
Deaf, El Paso, Texas

BURSTEIN, Gerald
AB: Gallaudet, 1950
Major: Education
MA: CSUN, 1965 - NLTP
Coordinator, Library-Media Dept.,
California School for the Deaf
Riverside, California

GALLOWAY, Victor H.
AB: Gallaudet, 1951
Major: Chemistry
MA: CSUN, 1965 - NLTP
Ed.D.: University of Arizona, 1972
Director of Development Education
Model Secondary School for the Deaf
Washington, D.C.

LARSON, Herbert W.
AB: Gallaudet, 1956
Major: Education
MA: CSUN, 1965 - NLTP
Principal, Selaco Downey High School
Downey, California

SANDERSON, Robert G.
AB: Gallaudet, 1941
Major: Liberal Arts
MA: CSUN, 1965 - NLTP
Ed.D.: Brigham Young University, 1974
Educational Coordinator, Services to
the Adult Deaf
Utah State Board of Education, Division
of Rehab. Services
Salt Lake City, Utah

1966

BUTLER, Raymond
AB: Gallaudet, 1949
Major: Education
MA: CSUN, 1966 - NLTP
Vocational Supervising Teacher,
Florida School for the Deaf
St. Augustine, Florida

FREEMAN, Jerome
AB: Gallaudet, 1952
Major: Education/English & Literature
M.Ed.: Mississippi College, 1955
Major: Guidance & Counseling
MA: CSUN, 1966 - NLTP
Ed.D.: University of Kentucky, 1974

March 15, 1977

JAECH, Timothy A.
AB: Gallaudet, 1961
Major: Education
MA: CSUN, 1966 - NLTP
Principal, Deaf Multi-Handicapped Unit,
California School for the Deaf
Riverside, California

PROPP, George
AB: Omaha University, 1945
Major: Liberal Arts
MA: Omaha University, 1959
Major: Special Education
MA: CSUN, 1966 - NLTP
Ed.D.: University of Nebraska, 1972
Ed.D.: Northwestern University, 1974
Assistant Director, Specialized Office for the Deaf and Hard of Hearing
University of Nebraska
Lincoln, Nebraska

SIMPSON, William M.
AB: Gallaudet, 1951
Major: Education
MA: CSUN, 1966 - NLTP
Teacher, North Carolina School for the Deaf
Morganton, North Carolina

SKINNER, Lillian H.
AB: Gallaudet, 1939
Major: Education
MA: CSUN, 1966
Major: Guidance & Counseling
Teacher, Deaf and Hard of Hearing
Arroya Elementary School
Simi Valley, California

WHITE, Ralph H.
AB: Gallaudet, 1946
Major: Educational Psychology
MA: CSUN, 1966 - NLTP
Program Specialist, Hearing Impaired Program, Texas Rehabilitation Commission

1967

ANDERSON, Robert R.
BS: Gallaudet, 1953
Major: Ed. Math & Science
MA: MacMurray College, 1962
Major: Education
MA: CSUN, 1967 - NLTP
Associate Principal, High School Dept.,
Illinois School for the Deaf
Jacksonville, Illinois

HAIRSTON, Ernest E.
BS: Gallaudet, 1961
Major: Education
MA: CSUN, 1967 - NLTP
Education Specialist, Media Services & Captioned Films
U.S. Office of Education, Dept. of HEW,
Washington, D.C.

POSS, Bert
AB: Gallaudet, 1951
Major: Education
M.Ed.: University of Texas, 1959
Major: Education Psychology
MA: CSUN, 1967 - NLTP
Assistant Superintendent & Dean of Students, Michigan School for the Deaf
Flint, Michigan

RODRIQUEZ, Ramon F.
AB: Gallaudet, 1954
Major: Education
MA: CSUN, 1967 - NLTP
Assistant Professor, Gallaudet College
Washington, D.C.

YATES, Frederick
AB: Gallaudet, 1948
Major: English and Literature
M.Ed.: University of Virginia, 1959
Major: Guidance & Counseling
MA: CSUN, 1967 - NLTP
Executive Secretary, Virginia Council for the Deaf

1968

GUSTASON, Gerilee
AB: University of California, 1960
Major: English
MS: Gallaudet, 1963
Major: Special Education
MA: CSUN, 1968 - NLTP
Ph.D.: University of Southern California 1972
Assistant Professor, Education
Gallaudet College
Washington, D.C.

HOLCOMB, Marjoriebell S.
AB: Gallaudet, 1947
Major: Liberal Arts
MS: University of Tennessee, 1957
Major: Special Education
MA: CSUN, 1968 - NLTP
Regional Field Agent, Margaret S. Sterk School for the Hearing Impaired
Newark, Deleware

HOLCOMB, Roy K.
AB: Gallaudet, 1947
Major: English Education
MS: University of Tennessee, 1957
Major: Special Education
MA: CSUN, 1968 - NLTP
Director, Margaret S. Sterk School for the Hearing Impaired
Newark, Deleware

PETERSEN, Lawrence L.
BS: Gallaudet, 1960
Major: Chemistry
MA: CSUN, 1968 - NLTP
Education Specialist, Seattle Hearing and Speech Center
Seattle, Washington

1969

BABB, Richard L.
AB: Gallaudet, 1952
Major: Education
MA: CSUN, 1969 - NLTP

BRASEL, Barbara (Babbini)
AB: CSUN, 1968
Major: Psychology
MA: CSUN, 1969 - NLTP
Executive Director, Commission on Deaf & Hearing Impaired
Hartford, Connecticut

KIMBERLIN, Gregory C.
AB: CSUN, 1969
Major: Psychology
MA: CSUN, 1969 - NLTP
M.Ed.: University of Southern California
Major: Educational Counseling Psychology
Director, Mental Health Services for the Deaf, St. John's Hospital
Santa Monica, California

McKINNEY, Virginia
AB: California State University, Los Angeles, 1968
Major: Speech & Hearing
MA: CSUN, 1969 - NLTP
Language Reading Specialist, Marlton School for the Deaf
Los Angeles, California

MYERS, David W.
BS: Gallaudet, 1961
Major: Business Administration
MA: CSUN, 1969 - NLTP
Program Supervisor, Deaf & Hard of Hearing, Division of Vocational Rehabilitation
State of Louisiana
Baton Rouge, Louisiana

SONNENSTRAHL, Alfred
BME: New York University, 1958
Major: Mechanical Engineering
MA: CSUN, 1969 - NLTP
State Coordinator, Services to Hearing Impaired, Massachusetts Rehabilitation Commission
Boston, Massachusetts

1970

CORSON, Harvey J.
AB: Gallaudet, 1964
Major: Economics
MS: Gallaudet, 1965
Major: Education
MA: CSUN, 1970 - NLTP
Ed.D.: University of Cincinnati, 1974
Assistant Superintendent, Kentucky School for the Deaf
Danville, Kentucky

JOHNSON, Robert L.
BA: Gallaudet, 1950
Major: Social Studies
MA: CSUN, 1970 - NLTP

JONES, Warren
AB: San Francisco State College, 1965
Major: Special Education
MA: CSUN, 1970 - NLTP
Teacher, Aurally Exceptional, Regional Center for the Deaf and Hard of Hearing Children
Bakersfield, California

KESSLER, Marcia
AB: Gallaudet, 1968
Major: History
MA: CSUN, 1970 - Special Education - TPP
MA: CSUN, 1975 - NLTP-DB
Instructional Specialist, Golden West College
Huntington Beach, California

NOMELAND, Ronald E.
BS: Gallaudet, 1958
Major: Education
M.Ed.: University of Maryland, 1967
Major: Industrial Education
MA: CSUN, 1970 - NLTP
Ph.D.: Syracuse University, 1973
Program Supervisor, Educational Technology, Kendall School
Washington, D.C.

STECKER, Etta S.
AB: Gallaudet, 1966
Major: Library Science
MA: CSUN, 1970 - Special Education - TPP
Housewife

WRIGHT, Richard
AB: Gallaudet, 1949
Major: English Literature
MA: CSUN, 1970 - NLTP

1971

CORBETT, Edward E., Jr.
AB: Gallaudet, 1963
Major: Psychology
MA: CSUN, 1971 - NLTP
Administrative Coordinator, Maryland School for the Deaf
Frederick, Maryland

LANDER, Emil
AB: Gallaudet, 1935
Major: Science
MA: CSUN, 1971 - NLTP
2nd Vice President, California Assn. of the Deaf - Retired

MILLER, Lucille V.
AB: University of California, Berkeley, 1962
Major: Political Science
MA: CSUN, 1971 - NLTP
Ed.D.: Brigham Young University, 1976
Director, Hearing Impaired Program, Pasadena City College
Pasadena, California

SMITH, Linwood D.
AB: Gallaudet, 1965
Major: English
MA: CSUN, 1971 - NLTP
Program Coordinator, National Center for Law & the Deaf
Washington, D.C.

TOOLE, Darlene Kae (Krusemark)
AB: CSUN, 1970
Major: Physical Education/English
MA: CSUN, 1971 - Special Education - TPP
MA: CSUN, 1976 - NLTP
Teacher, Chemeketa Community College
Salem, Oregon
Teacher, Portland Community College
Portland, Oregon

1972

BOLTZ, Robert H.
AB: Gallaudet, 1960
Major: Art Education
MS: Eastern New Mexico University, 1968
Major: Special Education
MA: CSUN, 1972 - NLTP
Principal, Hilda Knoff School for the Deaf
Haraham, Louisiana

BOND, Albert
AB: CSUN, L971
Major: English
MA: CSUN, 1972 - Special Education - TPP
Teacher, Marlton School for the Deaf -
Retired

FLEISCHER, Lawrence R.
AB: Gallaudet, 1967
Major: Mathematics
MA: CSUN, 1972 - Special Education - TPP
MA: CSUN, 1972 - NLTP
Ed.D.: Brigham Young University, 1975
Assistant Professor, Special Education
California State University
Northridge, California

GOUL, John M.
AB: CSUN, 1971
Major: Physical Education - TPP
MA: CSUN, 1972 - Special Education - TPP
Teacher, Marlton School for the Deaf
Los Angeles, California

HOLLAND, Michael A.
AB: Gallaudet, 1970
Major: Physical Education/Printing
MA: CSUN, 1972 - Special Education - TPP
Colorado School for the Deaf
Colorado Springs, Colorado

HUNTER, Christopher
AB: Gallaudet, 1967
Major: Mathematics
MA: CSUN, 1972 - NLTP
Consultant-Counselor, William Rainey
Harper College
Palatine, Illinois

RINALDI, Anna Marie
AB: Gallaudet, 1967
Major: History
MA: CSUN, 1972 - Special Education - TPP
MA: CSUN, 1973 - NLTP
Principal, Elementary School Depeartment,
Atlanta Area School for the Deaf
Clarkston, Georgia

SLINKO, Ora
AB: Gallaudet, 1969
Major: Mathematics
MA: CSUN, 1972 - Special Education - TPP
Teacher, American School for the Deaf
West Hartford, Connecticut

SPELLMAN, Elizabeth
AB: University of Rhode Island, 1971
Major: Psychology
MA: CSUN, 1972 - NLTP
Director, Sign Language Program, Roger
Williams College
Briston, Rhode Island
Rhode Island School for the Deaf
providence, Rhode Island

SPELLMAN, John
AB: Gallaudet, 1951
Major: Education
M.Ed.: Rhode Island College, 1965
Major: Elementary Education
MA: CSUN, 1972 - NLTP
Program Supervisor, Middle School,
Kendall Demonstration School
Washington, D.C.

SUTTON, Kathryn M. (Holland)
AB: Gallaudet, 1970
Major: Mathematics
MA: Special Education - TPP
Teacher, Southwest School for the Hearing
Impaired
Los Angeles, California

SWAIM, William D.
BS: Gallaudet, 1953
Major: Mathematics & Science
MA: CSUN, 1972 - NLTP
Principal, High School Dept., California
School for the Deaf
Berkeley, California

TRUJILLO, Lydio
BA: College of Santa Fe, 1957
Major: Social Studies
MS: Canisius College, 1967
Major: Deaf Education
MA: CSUN, 1972 - NLTP
Dean of Students, St. Mary's School for the Deaf
Buffalo, New York

WAIT, Mark A.
AB : Gallaudet, 1951
Major: Social Studies
MA: CSUN, 1972 - NLTP
Assistant Vocational Principal, Maryland School for the Deaf
Frederick, Maryland

WEST, Kay E.
AB: Gallaudet, 1967
Major: Home Economics
MA: CSUN, 1972 - Special Education - TPP
Teacher, Indiana School for the Deaf
Indianapolis, Indiana

1973

BAIM, William A.
AB: Gallaudet, 1967
Major: Chemistry
MA: CSUN, 1973 - Special Education - TPP
Teacher, California School for the Deaf
Berkeley, California

BELDING, Don, III
AB: University of Denver, 1967
Major: Theatre Arts
MA: CSUN, 1973 - Special Education - ETP
Teacher, Riverside School District

BILLINGS, Wendy (Gordon)
AB: Gallaudet, 1967
Major: Biology
MA: CSUN, 1973 - Special Education - TPP
Teacher, California School for the Deaf
Berkeley, California

BOYD, Barbara
AB: Carson-Newman College, 1966
Major: English
MS: University of Tennessee, 1967
Major: Deaf Education
MA: CSUN, 1973 - NLTP
Student Personnel Specialist, Campus Services for the Deaf, California State University
Northridge, California

BURDETT, Joyanne
AB: Gallaudet, 1970
Major: Library Science
MA: CSUN, 1973 - Special Education - TPP
Teacher, California School for the Deaf
Berkeley, California

BUSBY, Howard R.
BS: Southern Illinois University, 1962
Major: History Ed., & Government
M.Ed.; University of Kansas, 1972
MA: CSUN, 1973 - NLTP
Supervising Teacher, Arizona School for the Deaf
Tucson, Arizona

CHANDLER, Ron
AB: California State College, Dominguez Hills, 1971
Major: Social Studies
MA: CSUN, 1973 - Special Education - TPP
Teacher, Compton Unified School District

CRONLUND, Judie Ann (Stein)
AB: Gallaudet, 1967
Major: Physical Education
MA: CSUN, 1973 - Special Education - TPP
Housewife (Married to Superintendent of Marie H. Katzenbach School for the Deaf, West Trenton, New Jersey)

DECKER, Gregory L.
AB: Gallaudet, 1971
Major: Sociology
MA: CSUN, 1973 - Special Education - TPP
Teacher, Deaf Multi-Handicapped Unit, California School for the Deaf
Riverside, California

ELLIS, Douglas L.
AB: Gallaudet, 1970
Major: Accounting
MA: CSUN, 1973 - Special Education - TPP
Teacher, Selaco Downey High School
Downey, California

FINNERAN, Michael R.
AB: Gallaudet, 1972
Major: Government
MA: CSUN, 1973 - Special Education - TPP
Teacher, California School for the Deaf
Berkeley, California

GERMANY, Jeremiah
BS: Gallaudet, 1956
Major: Education
MA: CSUN, 1973 - NLTP
Vocational Adjustment Teacher, California School for the Deaf
Berkeley, California

GRIFFITH, Robert
BS: Eastern Illinois University
Major: Management
MA: CSUN, 1973 - NLTP
Resource Specialist - Counselor, Illinois Vocational Rehabilitation
Springfield, Illinois

HENES, Constance P.
AB: Gallaudet, 1970
Major: English
MA: CSUN, 1973 - Special Education - TPP

HERROLD, Mary D.
AB: Gallaudet, 1949
Major: Home Economics
MA: CSUN, 1973 - Special Education - ETP
Teacher, California School for the Deaf
Berkeley, California

HINKS, Lyle A.
AB: Gallaudet, 1968
Major: History & Political Science
MA: CSUN, 1973 - NLTP
Teacher, Selaco-Downey Senior High School
Downey, California

KOLOMBATOVIC, Vadja V., Jr.
AB: University of the Pacific, 1971
Major: Art
MA: CSUN, 1973 - Special Education - TPP
Teacher & Head of Dept. of Deaf and Hard of Hearing, Grossmont Union High School District
San Diego, California

LENHAM, Jeffrey
AB: Gallaudet, 1972
Major: Sociology
MA: CSUN, 1973 - Special Education - TPP
Teacher, El Camino College
Torrance, California

LOPEZ, John
AB: Gallaudet, 1966
Major: History
MA: CSUN, 1973 - NLTP
Rehab Counselor, California School for the Deaf
Berkeley, California

MALZKHUN, Brian L.
AB: Gallaudet, 1972
Major: Sociology
MA: CSUN, 1973 - Special Education - TPP
Teacher, California School for the Deaf
Berkeley, California

McKEE, David E.
AB: Gallaudet, 1972
Major: Psychology
MA: CSUN, 1973 - Special Education - TPP
College Instructor, Mesa College
San Diego, California

MEYER, Leonard J.
AB: Gallaudet, 1944
Major: Liberal Arts
MA: CSUN, 1973 - Special Education - ETP
MA: CSUN, 1974 - NLTP
Teacher, Selaco Jr. High School
Los Angeles County

MURRAY, John R.
AB: Gallaudet, 1959
Major: History
MA: CSUN, 1973 - NLTP
Supervisor, Brownsville Independent
School District
Brownsville, Texas

PADDEN, Agnes V.
AB: Gallaudet, 1947
Major: Education
MA: CSUN, 1973 - Special Education - ETP
Instructor, Preparatory English, Gallaudet
College
Washington, D.C.

PETERSON, David R.
AB: Gallaudet, 1965
Major: History
MA: Gallaudet, 1967
Major: Education
MA: CSUN, 1973 - NLTP
Teacher, California School for the Deaf
Berkeley, California

RAYMOND, Linda
AB: Gallaudet, 1969
Major: History
MA: CSUN, 1973 - Special Education - TPP
Coordinator, Special Education, San
Juan School District
Sacramento, California

RICHARDSON, Barbara J.
AB: Gallaudet, 1971
Major: Mathematics
MA: CSUN, 1973 - Special Education - TPP
Teacher, Marlton School for the Deaf
Los Angeles, California

RICHARDSON, Mont W.
AB: Gallaudet, 1971
Major: Biology
MA: CSUN, 1973 - Special Education - TPP
Teacher, Marlton School for the Deaf
Los Angeles, California

RINALDI, Anna Marie
AB: Gallaudet, 1967
Major: History
MA: CSUN, 1972 - Special Education - TPP
MA: CSUN, 1973 - NLTP
Principal, Elementary School Dept., Atlanta
Area School for the Deaf
Clarkston, Georgia

SANTILLANES, Vinona K.
AB: Gallaudet, 1942
Major: Home Economics
MS: CSUN, 1973 - Special Education - TPP
College Instructor, Los Angeles Pierce
College
Woodland Hills, California

STECKER, George
BS: Gallaudet, 1951
Major: History
MA: CSUN, 1973 - Special Education - ETP
Teacher, Golden West College
Huntington Beach, California

STEVENS, Barbara M.
AB: Gallaudet, 1963
Major: English
MA: CSUN, 1973 - Special Education - ETP
MA: CSUN, 1975 - NLTP-DB
English Instructor, Gallaudet College
Washington, D.C.

VALE, Gary
AB: Gallaudet, 1969
Major: Chemistry
MA: CSUN, 1973 - Special Education - TPP
Teacher, Arroyo School
Simi Valley, California

WILLIAMS, Gene H.
AB: Gallaudet, 1972
Major: English
MA: CSUN, 1973 - Special Education - TPP
Covina Valley Unified School District

WOMACK, Barbara (Lehman)
AB: CSUN, 1971
Major: Physical Education
MA: CSUN, 1973 - Special Education - TPP
Teacher, Kendall Demonstration School
Washington, D.C.

WOMACK, James
AB: Gallaudet, 1972
Major: English
MA: CSUN, 1973 - Special Education - TPP
Model Secondary School for the Deaf
Washington, D.C.

WUKADINOVICH, Michael L.
AB: Gallaudet, 1949
Major: Education
MA: CSUN, 1973 - Special Education - ETP
Teacher, Orangeview Junior High School
Anaheim, California

1974

BALDWIN, Stephen C.
AB: Gallaudet, 1970
Major: History
MA: CSUN, 1974 - Special Education - ETP
Curriculum Coordinator of Total Communication Division, Utah School for the Deaf and Blind
Ogden, Utah

BENNETT, Bonita
AB: Brigham Young University, 1973
Major: Commercial Arts
MA: CSUN, 1974 - Special Education - TPP
Substitute Teacher
Ventura County, California

BENNETT, James W.
AB: CSUN, 1972
Major: History
MA: CSUN, 1974 - Special Education - TPP
Teacher
Ventura County, California

BERNSTEIN, Seymour
AB: Gallaudet, 1956
Major: Education
MA: CSUN, 1974 - Special Education - ETP
Teacher, California School for the Deaf
Riverside, California

CASALE, Francis
AB: Gallaudet, 1970
Major: Art
MA: CSUN, 1974
Major: Art
Production Artist, Tutor & Student

DESMARAIS, Marjorie
AB: Gallaudet, 1964
Major: Library Science
MA: CSUN, 1974 - Special Education - ETP
Alabama School for the Deaf
Talladega, Alabama

DEUEL, Harold C.
AB: Gallaudet, 1963
Major: Mathematics
MA: CSUN, 1974 - NLTP
Teacher/Coach, North Carolina School for the Deaf
Morganton, North Carolina

ERICKSON, Delbert
AB: Gallaudet, 1949
Major: Liberal Arts
MS: Gallaudet, 1967
Major: Education of the Deaf
MA: CSUN, 1974 - NLTP
Supervising Teacher, South Dakota School for the Deaf
Sioux Falls, South Dakota

FLEISCHER, Vera S.
AB: Gallaudet, 1970
Major: Library Science
MA: CSUN, 1974 - Special Education - TPP
Housewife

GEBO, Richard L.
AB: CSUN, 1973
Major: Psychology
MA: CSUN, 1974 - Special Education - TPP
Teacher, Montana School for the Deaf and Blind
Great Falls, Montana

GROSS, Irwin Bruce
AB: Gallaudet, 1972
Major: Sociology
MA: CSUN, 1974 - Special Education - TPP
Teacher, Mark Keppel School
   Glendale, California

JARASHOW, David N.
AB: Gallaudet, 1972
Major: Mathematics
MA: CSUN, 1974
Major: Mathematics
Graduate Student in Special Education,
   CSUN
Teacher, Los Angeles Trade Tech
   Los Angeles, California

JONES, Mary Pat
AB: Sacred Heart College, 1970
Major: English
MA: CSUN, 1974 - Special Education - TPP
Teacher, Wichita Public School
   Wichita, Kansas

KALETA, Helen L.
AB: Gallaudet, 1970
Major: Home Economics
MA: CSUN, 1974 - Special Education - ETP
Teacher, St. John's School for the Deaf
   Milwaukee, Wisconsin

KALETA, John J.
AB: Gallaudet, 1968
Major: Mathematics
MA: CSUN, 1974 - Special Education - ETP
Teacher, St. John's School for the Deaf
   Milwaukee, Wisconsin

KAMUCHEY, Evelyn
AB: Gallaudet, 1958
Major: Physchology
MA: CSUN, 1974 - Special Education - ETP
Teacher, Texas School for the Deaf
   Austin, Texas

KOCH, Richard Lee
AB: Gallaudet, 1966
Major: History
MA: CSUN, 1974 - Special Education - ETP
Teacher, Virginia School for the Deaf
   Staunton, Virginia

LATIMER, Esperanza C.
AB: Gallaudet, 1957
Major: Home Economics
MA: CSUN, 1974 - Special Education - ETP
Teacher, New Mexico School for the Deaf
   Santa Fe, New Mexico

LYNCH, Daniel J.
AB: Gallaudet, 1961
Major: Physical Education
MA: CSUN, 1974 - Special Education - ETP
Teacher, California School for the Deaf
   Berkeley, California

MARLIN, Philip
AB: Gallaudet, 1969
Major: Mathematics
MA: CSUN, 1974
Major: History
Banker

MEYER, Leonard J.
AB: Gallaudet, 1944
Major: Education
MA: CSUN, 1973 - Special Education - ETP
MA: CSUN, 1974 - NLTP
Vocational Training Instructor, Selaco-
   Downey High School
   Downey, California

NAGY, Mark M.
AB: Gallaudet, 1972
Major: Chemistry
MA: CSUN, 1974 - Special Education - TPP
Teacher, Illinois School for the Deaf
   Jacksonville, Illinois

PEDERSEN, Kenneth
AB: Gallaudet, 1972
Major: Physical Education
MA: CSUN, 1974 - Special Education - TPP
Teacher, San Diego City Unified School
   District
   San Diego, California

PODOLSKY, Sherwin D.
AB: Roosevelt University, 1954
Major: Mathematics
MA: CSUN, 1974
Major: Business Accounting
Accountant, Los Angeles County

QUARTERMUS, Lillian
AB: Gallaudet, 1962
Major: Art
MA: CSUN, 1974 - Special Education - TPP
Teacher, Marlton School for the Deaf
Los Angeles, California

RARUS, Nancy B.
AB: Gallaudet, 1962
Major: Psychology
MA: CSUN, 1974 - NLTP
Teacher, American School for the Deaf
West Hartford, Connecticut

SIMPSON, Eileen
AB: Augustana College, Illinois, 1952
Major: Sociology
MA: CSUN, 1974 - NLTP
Teacher, North Carolina School for the Deaf
Morganton, North Carolina

SWAIM, Anna Lee
AB: Gallaudet, 1953
Major: Math & Science
MA: CSUN, 1974 - Special Education - ETP
Teacher, California School for the Deaf
Berkeley, California

TUCCELLI, Michael
AB: Gallaudet, 1970
Major: Biology
MA: CSUN, 1974 - Special Education - ETP
Teacher, St. John's School for the Deaf
Milwaukee, Wisconsin

WALLIS, Anna A.
AB: Gallaudet, 1964
Major: Physical Education
MA: CSUN, 1974 - Special Education - ETP
Teacher, Texas School for the Deaf
Austin, Texas

WELLS, Deanne
AB: Gallaudet, 1965
Major: Physical Education
MA: CSUN, 1974 - Special Education - ETP
Teacher -
Riverside County Schools

ZEMAITIS, Regina
AB: Gallaudet, 1965
Major: Business Administration
MA: CSUN, 1974 - Special Education - TPP
Teacher, American School for the Deaf
West Hartford, Connecticut

ZINZA, Leslie
AB: Gallaudet, 1971
Major: Biology
MA: CSUN, 1976 - Special Education - TPP

1975

ALEXANDER, Douglas
AB: Gallaudet, 1973
Major: English
MA: CSUN, 1975 - Special Education - TPP
College Teacher, Riverside Community College
Riverside, California

AMANN, Bonnie
AB: Gallaudet, 1970
Major: Home Econimics
MA: CSUN, 1975 - Special Education - ETP
Teacher, New York State School for the Deaf

ARBUTHNOT, Helen
AB: Gallaudet, 1952
Major: Education
MA: CSUN, 1975 - Special Education - ETP
Teacher, California School for the Deaf
Berkeley, California

BALDWIN, Celia
AB: Gallaudet, 1970
Major: Math
MA: CSUN, 1975 - Special education - ETP
Teacher, Utah School for the Deaf
Ogden, Utah

BATTAD, Hester
AB: Gallaudet, 1947
Major: Education
MA: CSUN, 1975 - Special Education - ETP
Teacher, Los Angeles Trade Technical College
Los Angeles, California

BERKE, Larry
AB: Gallaudet, 1970
Major: Psychology
MA: CSUN, 1975 - Special Education - ETP
Instructor in Sign Language, Gallaudet
College
Washington, D.C.

BONURA, Dominick
AB: Gallaudet, 1957
Major: Physical Education
MA: CSUN, 1975 - NLTP
Assistant Dean of Special Services, New
Hampshire Vocational Technical College
Claremont, New Hampshire

BOWLING, Wallace Lee
AB: University of North Carolina, 1964
Major: English
MA: San Francisco State, 1970
MA: CSUN, 1975 - NLTP
Director of Residence, National Center
for Deaf-Blind Youths and Adults
Sands Point, New York

BRADLEY, Raymond
AB: Gallaudet, 1973
Major: English
MA: CSUN, 1975 - Special Education - TPP
Teacher, Taft Aurally Handicapped School
Santa Ana, California

BURDETT, Ron
AB: Gallaudet, 1970
Major: Business Administration
MA: CSUN, 1975 - Special education - ETP
Teacher, Ohlone College
Fremont, California

CARRINGTON, Wendy Takemori
AB: Gallaudet, 1971
Major: Art
MA: CSUN, 1975 - Special Education - ETP
Teacher, Oklahoma School for the Deaf
Sulphur, Oklahoma

CARTER, Melvin, Jr.
AB: Gallaudet, 1967
Major: Sociology
MA: CSUN, 1975 - NLTP
Coordinator of Special Projects, Center
On Deafness, California State University, Northridge
Northridge, California

CARTER, Sharon
AB: Gallaudet, 1965
Major: English
MA: CSUN, 1975 - NLTP
Assistant to Administrator, NLTP, Center
on Deafness, California State University, Northridge
Northridge, California

CLINE, James
AB: CSUN, 1972
Major: Sociology
MA: CSUN, 1975 - Special Education - TPP
Teacher, California School for the Deaf
Riverside, California

COLLINS, William
AB: Gallaudet, 1970
Major: History
MA: CSUN, 1975
Major: Drama
Volunteer theatre work in
Washington, D.C.

COUTHEN, Albert
AB: Gallaudet, 1966
Major: Physical Education
MA: CSUN, 1975 - NLTP
Director of Commission's Counseling Center
Hartford, Connecticut

DIGNAN, Arthur G.
AB: Gallaudet, 1971
Major: Sociology
MA: CSUN, 1975 - Special Education - TPP
Teacher, Utah School for the Deaf
Ogden, Utah

DUVE, Gene
AB: Gallaudet, 1973
Major: Mathematics
MA: CSUN, 1975 - Special Education - TPP
Teacher, Deaf Multi-handicapped Unit,
California School for the Deaf
Riverside, California

EDBERG, Arlene
AB: University of Washington, 1953
Major: Drama
MA: CSUN, 1975
Major: English

**EHRLICH, Stephan
AB: Gallaudet, 1972
Major: History
MA: CSUN, 1975 - Special Education - TPP
Lighthouse for the Blind - Counselor
Seattle, Washington

ELLIS, Robert
AB: Gallaudet, 1973
Major: Physical Education
MA: CSUN, 1975 - Special Education - TPP
Teacher, Newcastle School
Los Angeles, California

FISCHER, Gene Elizabeth
AB: Gallaudet, 1973
Major: Art
MA: CSUN, 1975 - Special Education - TPP
Teacher, Tennessee School for the Deaf
Knoxville, Tennessee

GREATHOUSE, Joni (Schwartz)
AB: Gallaudet, 1968
Major: English
MA: CSUN, 1975 - Special Education - ETP
Multi-Handicapped Unit, California School
for the Deaf
Riverside, California

GREENSTONE, Myron
AB: Gallaudet, 1973
Major: Physical Education
MA: CSUN, 1975 - Special Education - TPP
Teacher, San Juan District
Sacramento, California

HARLAN, Barry P.
AB: Gallaudet, 1970
Major: Library Science
MA: CSUN, 1975 - Special Education - ETP
Teacher, West Virginia Schools for the
Deaf and the Blind
Romney, West Virginia

HODGES, Mary
AB: Gallaudet, 1973
Major: English
MA: CSUN, 1975 - Special Education - TPP
Teacher, Maryland School for the Deaf,
Frederick Campus
Frederick, Maryland

KESSLER, Marcia S.
AB: Gallaudet, 1968
Major: History
MA: CSUN, 1970 - Special Education - TPP
MA: CSUN, 1975 - NLTP-DB
Education Specialist, Golden West College
Huntington Beach, California

KIELY, James
AB: University of San Diego, 1971
Major: Business Administration
MA: CSUN, 1975 - Special Eduation - TPP
Teacher, Chula Vista Unified School
District
San Diego, California

KOETZ, James
AB: Gallaudet, 1973
Major: Physical Education
MA: CSUN, 1975 - Special Education - TPP
Teacher
St. Croix, Virgin Islands

KOSEK, Adrienne (Cleva)
AB: CSUN, 1973
Major: Child Development
MA: CSUN, 1975 - Special Education - TPP
Coordinator of Tutoring, Pasadena City
College
Pasadena, California

LAMBERTON, Judith L.
AB: Gallaudet, 1970
Major: Home Economics
MA: CSUN, 1975 - Special Education - TPP
Housewife

**Deaf-Blind

LE MIEUX, Robert
AB: Gallaudet, 1952
Major: Social Studies
MA: CSUN, 1975 - NLTP
Teacher, Montana School for the Deaf
and the Blind
Great Falls, Montana

LEVY, Annie J.
AB: Gallaudet, 1951
Major: Physical Education
MA: CSUN, 1975 - Special Education - ETP
Teacher, Palm Springs School District
Palm Springs, California

NEWBERRY, Frederick
AB: Gallaudet, 1973
Major: History
MA: CSUN, 1975 - Special Education - TPP
Teacher, Whitney Young High School
Chicago, Illinois

PARKER, Audrey
AB: University of California at Los
Angeles, 1972
Major: Sociology
MA: CSUN, 1975 - Special Education - TPP
Social Worker, ADEPT
Los Angeles, California

QUINN, Thomas
AB: Gallaudet, 1970
Major: Biology
MA: CSUN, 1975 - Special Education - TPP
Teacher, Model Secondary School for the
Deaf
Washington, D.C.

SAMUELS, Johnny L.
AB: Gallaudet, 1973
Major: Physical Education
MA: CSUN, 1975 - Special Education - TPP
Teacher, Connecticut School for the Deaf
Hartford, Connecticut

SMITH, Marie Kamuchey
AB: Gallaudet, 1964
Major: Library Science
MA: CSUN, 1975 - Special Education - ETP
Special Staff Trainer in Total Communication, California School for the Deaf
Berkeley, California

STANEK, Elaine
AB: Gallaudet, 1970
Major: History
MA: CSUN, 1975 - Special Education - ETP
Teacher
Dallas, Texas

STERN, Ronald
AB: Gallaudet, 1973
Major: Sociology
MA: CSUN, 1975 - Special Education - TPP
Teacher, California School for the Deaf
Berkeley, California

STEVENS, Barbara
AB: Gallaudet, 1963
Major: English
MA: CSUN, 1973 - Special Education - ETP
MA: CSUN, 1975 - NLTP-DB
Coordinator & Assistant Professor
Gallaudet College
Washington, D.C.

TURNER, Steven
AB: Gallaudet, 1973
Major: Psychology
MA: CSUN, 1975 - Special Education - TPP
Teacher, Taft School
Santa Ana, California

1976

AMANN, Franklyn
AB: Gallaudet, 1964
Major: Psychology
MA: CSUN, 1976 - Special Education - ETP
Teacher, New York State School for the Deaf

BOLGER, Bob
AB: Gallaudet, 1968
Major: Library Science
MA: CSUN, 1976 - Special Education - ETP
Teacher, Alvin Public School
Texas

BONURA, Helene
AB: Windham College, 1967
Major: History
MA: CSUN, 1976 - Special Education - ETP
Austine School for the Deaf

BUSBY, Caroline
AB: Gallaudet, 1958
Major: Physical Education
MA: CSUN, 1976 - Special Education - ETP
Teacher, St. John's School for the Deaf
Milwaukee, Wisconsin

COLUMBUS, David
AB: Ohio University, 1952
Major: Elementary Education
MS: Wayne State University, 1975
Major: Library Science
MA: CSUN, 1976 - Special Education - ETP
Librarian, Center on Deafness, California State University, Northridge
Northridge, California

COOPER, Wendy
AB: Gallaudet, 1971
Major: Physical Education
MA: CSUN, 1976 - Special Education - ETP
Teacher, American School for the Deaf
West Hartford, Connecticut

COUTHEN, Nathie L.
AB: Gallaudet, 1975
Major: Physical Education
MA: CSUN, 1976 - Special Education - ETP
Teacher, American School for the Deaf
West Hartford, Connecticut

ELLIOTT, Neilius
AB: Gallaudet, 1964
Major: English
MA: CSUN, 1976 - Special Education - ETP
Teacher, California School for the Deaf
Riverside, California

HERBOLD, Carolyn
AB: Gallaudet, 1972
Major: Math
MA: CSUN, 1976 - Special Education - ETP
Teacher, Ohlone College
Fremont, California

HUDNALL, William Boyed
AB: University of California, Los Angeles
Major: Psychology
MA: CSUN, 1976 - NLTP
Assistant Program Manager, Services to Deaf Persons, Dept. of Rehabilitation
Sacramento, California

KALLINA, James
AB: Gallaudet, 1970
Major: Philosophy
MA: CSUN, 1976 - Special Education - ETP
Teacher, Wisconsin School for the Deaf
Delavan, Wisconsin

KOHUT, Terry
AB: Gallaudet, 1974
Major: Drama
MA: CSUN, 1976 - Special Education - ETP
Teacher, St. John's School for the Deaf
Milwaukee, Wisconsin

KRAMER, Judith (Blair)
AB: Gallaudet, 1967
Major: Psychology
MA: CSUN, 1976 - Special Education - TPP
Teacher, California School for the Deaf
Berkeley, California

KRAMER, Scott
AB: Gallaudet, 1974
Major: Sociology
MA: CSUN, 1976 - Special Education - TPP
Teacher, California School for the Deaf
Berkeley, California

McMUNN, Norma
AB: Gallaudet, 1972
Major: Physical Education
MA: CSUN, 1976 - Special Education - ETP
Teacher, Missouri School for the Deaf
Fulton, Missouri

MILLER, Garlan
AB: Gallaudet, 1973
Major: Physical Education
MA: CSUN, 1976 - Special Education - TPP
Teacher, Covina Valley Unified School District

MORRISON, Barbara
AB: Gallaudet, 1971
Major: Library Science
MA: CSUN, 1976 - Special Education - ETP
Teacher, Missouri School for the Deaf
Fulton, Missouri

MORRISON, Robert
AB: Gallaudet, 1972
Major: Physical Education
MA: CSUN, 1976 - Special Education - ETP
Teacher, Missouri School for the Deaf
Fulton, Missouri

MUNOZ, Roger
AB: San Francisco State, 1974
Major: Geography
MA: CSUN, 1976 - Special Education - ETP
Counselor, California School for the Deaf
Berkeley, California

MURRAY, Tana
AB: Gallaudet, 1966
Major: Biology
MA: CSUN, 1976 - Special Education - TPP
Teacher, Hawaii School for the Deaf & Blind
Honolulu, Hawaii

NELSON, Norman
AB: Gallaudet, 1964
Major: Economics
MA: CSUN, 1976 - Special Education - ETP
Teacher, Virginia School for the Deaf and the Blind
Hampton, Virginia

PAKULA, Isaac
AB: Gallaudet, 1970
Major: Physical Education
MA: CSUN, 1976 - Special Education - ETP
Teacher, Deaf Multi-Handicapped Unit, California School for the Deaf
Riverside, California

PALMENTO, Barbara C.
AB: Gallaudet, 1972
Major: English
MA: CSUN, 1976 - Special Education - TPP
Teacher, North Carolina School for the Deaf
Morganton, North Carolina

REITZ, Edward, Jr.
AB: Gallaudet, 1965
Major: Physical Education
MA: CSUN, 1976 - Special Education - ETP
Teacher, Nebraska School for the Deaf
Omaha, Nebraska

STERN, Hedy (Udkovich)
AB: Gallaudet, 1974
Major: Psychology
MA: CSUN, 1976 - Special Education - TPP

STOCKMAN, Toni
AB: Gallaudet, 1972
Major: Art
MA: CSUN, 1976 - Special Education - TPP
Teacher, LeConte School
Los Angeles, California

STUMP, Joanne
AB: Gallaudet, 1970
Major: Sociology
MA: CSUN, 1976 - NLTP
Teacher, Mackay Center for the Deaf and Crippled Children
Montreal, Quebec, Canada

SWEENEY, Mary Lou
AB: Gallaudet, 1965
Major: Biology
MA: CSUN, 1976 - Special Education - ETP
Substitute Teacher, Santa Ana School District
Santa Ana, California

TOOLE, Darlene Kae (Krusemark)
AB: CSUN, 1970
Major: Physical Education/English
MA: CSUN, 1971 - Special Education - TPP
MA: CSUN, 1976 - NLTP
Teacher, Chemeketa Community College
Salem, Oregon
Teacher, Portland Community College
Portland, Oregon

WHITT, Alonzo
AB: Gallaudet, 1966
Major: Physical Education
MA: CSUN, 1976 - NLTP
Teacher, Colorado School for the Deaf
Colorado Springs, Colorado

The Northridge Plan for Higher Education of the Deaf

Ray L. Jones and Harry J. Murphy

Introduction

The purpose of this publication is to describe a university program for deaf students. The instructional model is one of "integration," where a deaf student studies with hearing students in a typical, large university setting, utilizing the support services of interpreting, notetaking, counseling and tutoring.

Since the program to be described here evolved from traditions in general education, higher education, and the education of the deaf, it seems appropriate to begin in the past.

General Education

The United States Constitution does not mention education. With the passage of the Tenth Amendment in 1791, the matter of education was reserved to the states.

Early recognition was given to education as a state function and the Constitutions of the respective states include a statement such as the following: "The legislature shall provide for a system of common schools by which a free school shall be kept up and supported in each district at least six months in every year" (Article IX, Section 5, California Constitution).

Further consideration was given to insure the education of the handicapped by the passage of laws mandating that school districts must provide special programs for various handicapped students. Special state funds are usually provided to meet the "excess costs" of educating these students.

The Fourteenth Amendment also affects education. "No state shall make or enforce any law which shall abrogate the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of the law; nor deny to any person within its jurisdiction the equal protection of the laws."

While this amendment specifically addressed itself to equal protection, there is even greater significance in its implication of *equal treatment* under the law. The educational implications of segregation were tested under the Fourteenth Amendment in the case of Brown v. Board of Education of Topeka. Negro parents admitted equal facilities but charged that segregation was socially and psychologically damaging to their children. The United States Supreme Court ruled that educational segregation deprived minority children of equal educational opportunities. Separate educational facilities were held to be inherently unequal.

Higher Education

One should note that institutions take on the characteristics of their day. Harvard introduced higher education in the best tradition of Oxford and Cambridge. Harvard then became the prototype for other American colleges offering, as Harvard did, traditional education with an emphasis on the classics.

The land grant colleges introduced an innovational departure from classical education, offering applied science and mechanic arts in the curriculum. At about this time also, the principle was advanced that every American citizen was entitled to some form of higher education.

Higher education for minority groups came more slowly. Following the influence of the day, the first colleges for Negroes were segregated. Recognizing a heritage of generations of illiteracy, such institutions as Fisk, Howard, and Talladega were first concerned with secondary education. Higher education for the American Indian is just now in its beginning stages.

Recognizing that institutions take on the characteristics of their day, one should not be surprised to see that Gallaudet opened as a college exclusively for the deaf, maintaining the pattern of segregated education. It is not unusual, therefore, to see college programs for the deaf in the 1970's advancing the concept of integration, as absorption of the handicapped into the "mainstream" of society is an educational value shared by a rapidly growing number of educators today.

Realizing the responsibility of colleges and universities to serve the unique needs of handicapped students (as well as the non handicapped), recent federal and state legislation relating to construction spell out certain minimum standards relating to "architectural barriers" which must be met in both federal and state funded construction.

Quite literally, a barrier against the handicapped was dropped with the passing of this legislation. The physical constraints against handicapped students were recognized and legislation was passed in order to make all classrooms and campus facilities accessible to handicapped students.

Equal access to education is an idea whose time has come. If each citizen is entitled to equal treatment to education, then any artificial barrier keeping a qualified person from the education of his choice should be removed. If an individual is kept from exercising his choice because a "bridge" is needed, then the bridge should be supplied. For the wheelchair student, a concrete bridge or ramp provides equal access. For the deaf, support services provide bridges across the communication gap.

Although each state has laws relating to architectural barriers, few states, in their Higher Education Master Plans, have considered "equal treatment" for various handicapped groups, which includes providing support services as needed. Equally important to acceptance of the responsibility to educate handicapped groups is the need to provide special budget appropriations to provide support services. This is an area where cooperation among handicapped groups, parents, and legislators may lead to legislative action to insure permanently-funded, comprehensive postsecondary programs.

Education of the Deaf

The Concept of Invisibility

A strong trend in many societies has been to keep people who are in some way different out of the public eye. This might be called "The Concept of Invisibility." In an extreme example from history, we have evidence that some societies took their handicapped children to the mountaintop, and left them there to die.

The Concept of Visibility

The history of the deaf in America is characterized by the high value this nation has placed on education from its earliest days. The American School for the Deaf opened in Hartford, Connecticut, in 1817 and deaf children came out of their homes to attend school. While the children were relatively visible in this urban area, they were educated in a residential facility entirely for deaf children.

Segregated Education

As other schools opened, some were situated in urban areas such as Philadelphia and New York, while others were situated in lesser populated areas such as Devils Lake (N.D.), Cave Spring (Ga.), and Sulphur (Okla.). The residential, segregated model of education adopted by the American School in Hartford was maintained in the new school, while the concept of visibility was met to varying degrees depending, in part, on the proximity of deaf children to the rest of the population within the state.

The need for higher education for the deaf was met by the establishment of Gallaudet College in 1864 which followed the residential, segregated educational model of the day.

With the segregated model encompassing elementary, secondary, and higher education, it was possible for a deaf individual to enter a school for the deaf at an early age, complete his education there in the company of other deaf youngsters, go to Gallaudet College to train as a teacher of the deaf, and return to a residential school for the deaf to earn a living as a teacher.

The growing acceptance of the handicapped in our society led those concerned with the welfare of the deaf to explore areas where the deaf could more fully participate in life alongside hearing individuals. Again, because of the great national value placed on education, attempts to involve the handicapped more fully in society fell heavily to the school.

Integrated Education

The initiation of day classes for the deaf presented the alternative model of integrated education, offering high visibility and marking the acceptance of the handicapped into the local school system. The economics of education also received consideration because here was an opportunity to educate two groups in the same physical plant, as opposed to separate education in two expensive facilities.

As the concept of invisibility was challenged by the concept of visibility so, now, was segregated education challenged by the integrated concept of education.

Evidence of the strong trend toward integration is apparent from a review of annual statistics of deaf children educated in residential vs. day settings. Over the years, one can readily follow the growing number of students being educated in integrated settings.

Integrated Higher Education

Integrated education was offered first at the elementary and secondary levels. As the idea gained acceptance among parents and educators, one could have predicted that it would only be a matter of time before this alternative was also offered at the college and university level.

The lack of postsecondary opportunities for the deaf received attention during the 1960's at a workshop held in Knoxville, Tennessee, in the "Babbidge Report," and in the Colorado Springs Conference on Education of the Deaf. Alternatives were being sought to a single postsecondary institution, to attending college far from home, to only a liberal arts curriculum, and to an all-deaf environment.

Education of the Deaf at California State University, Northridge (CSUN)

Prior to the commitment of CSUN (formerly known as San Fernando Valley State College) to serve deaf students, the education of the deaf in

California was largely confined to nonisolated programs at the elementary and secondary levels. There were very limited provisions for postsecondary opportunities for California's deaf college students in their home state. The deaf residents of California journeyed to the east coast to attend Gallaudet College in Washington, D.C.

CSUN Involvement

In 1960, CSUN received a planning grant from Rehabilitation Services Administration (RSA) to design a graduate level "National Leadership Training Program in the Area of the Deaf," which was implemented in 1962 with the training of 10 participants, all of whom had normal hearing.

The first hearing impaired students were accepted into the program in 1964, and with the assistance of an interpreter and notetaking services, they earned their MA degrees in the same year. This successful pilot experience led CSUN to accept additional numbers of deaf students into the National Leadership Training Program.

The demand for service increased. Two deaf individuals from the Los Angeles area with some transferrable college units had become aware of the support services offered at CSUN, and not being able to travel east to Gallaudet to complete their education because of family commitments, asked if they could complete their undergraduate education at CSUN. They met the usual entrance requirements, competed successfully using support services, and went on to earn BA and MA degrees at CSUN.

More undergraduate and graduate students enrolled, seeking courses across the broad offerings of this large (23,000 students), urban university.

A teacher training program was initiated in 1969. More than half of the graduates of this program have been deaf.

A summer MA program began in 1971 to serve those hearing and deaf experienced teachers in need of courses for a credential and/or to gain full training in teaching the deaf. To meet their professional objectives, teachers come on campus for two summers and also do independent work at home, maintaining contact with a CSUN advisor through correspondence.

Short-term workshops were initiated to train deaf persons to work with adult education for the deaf in their respective communities.

More and more professional visitors and deaf students from other institutions came to the campus and the educational model which evolved here was implemented at other postsecondary institutions across the country with equal success and economy.

Growth has led to the establishment of a "Center on Deafness" as an administrative coordinating unit for the programs housed on this campus. As a sub unit, "Campus Services for the Deaf" coordinates the delivery of the services mentioned above.

Assumptions of the Model

This model assumes that the qualified deaf student is best served in the mainstream of our tax-supported institutions of higher education. It offers the equal right of local, quality education to the deaf.

The model assumes that the qualified deaf student is an academic peer to those with normal hearing and that he can successfully compete through such support services as interpreting, notetaking, tutoring, and counseling. It is assumed that these services bridge the communication gap and allow the deaf student to participate fully in the college experience.

The model further assumes that the deaf students should have a choice among institutions serving his needs. One of his options should be to choose from among our nation's larger institutions to take advantage of a great number of course offerings and major fields across diverse academic departments.

The model assumes that ties with family, friends, and community are best maintained if the deaf student continues his postsecondary education with hearing siblings and friends in an institution reasonably close to his place of residence.

The model also assumes that opportunities for employment will be greatly enhanced if instructors known to the community endorse the competence of the student in specific employment situations. There is also the higher probability of having hearing friends offer assistance in obtaining appropriate employment because in studying with the deaf student they have come to know his capabilities and strengths.

Results

As noted, the experiment began with the admission of two qualified deaf students who utilized support services to complete their program and to earn their MA degrees.

Success with this concept at the graduate level led to the acceptance of undergraduate deaf students. The undergraduate and graduate enrollment for Fall, 1972, semester is about 100 students.

To date, a total of 82 deaf students have earned MA degrees at CSUN, competing in all cases with hearing students in regular University classes. An additional 25 are scheduled to complete graduate degrees in the Spring of 1973.

Three deaf persons have gone on to earn doctorate degrees at major universities in America, utilizing the concept of support services. Another seven deaf graduates of CSUN are currently enrolled in various stages of their doctoral studies.

All deaf graduates are currently employed. Graduates of the National Leadership Training Program hold key positions in educational and rehabilitation agencies at the local, state, and national levels.

All deaf teachers are currently employed. Many have found positions in the public day schools as well as in residential schools for the deaf. Barriers against the employment of deaf teachers in the local day schools and day classes are rapidly crumbling. The Los Angeles City Board of Education removed a last barrier in September of 1972 by employing qualified deaf teachers under the same conditions as hearing teachers. Prior to this ruling, deaf teachers were initially hired only as "long-term substitutes."

Finally, the quality and diversity of programs at CSUN was recognized by the Board of Trustees of the California State College and University System when they designated this university as the major institution for Higher Education for the Deaf within the State of California.

Summary

The programs at CSUN provide an option to those students who qualify for admission and who choose to go here. This program widens the range of educational choices available to deaf students and more nearly approximates the concept of "equal treatment" of the handicapped.

The California Master Plan for Higher Education identifies the mission of the state college and university system as primarily serving (a) junior college transfer and graduate students seeking a liberal-arts education, and (b) students from high schools who have graduated in about the upper 1/3 of their class. We see this institution as serving deaf students in these same categories. This means that:

1. Most deaf students leaving residential schools and/or public high schools will continue to be best served at Gallaudet College, local junior college programs, or in adult education.

2. Students seeking education in technical or vocational fields may be best served at the National Technical Institute for the Deaf, or regional and local vocational trade schools. Programs at such places as Golden West College, St. Paul Technical Vocational Institute, Seattle Community College, Delgado College, and the Community College of Denver would also meet the needs of students.

3. Students whose qualifications conform to the California Master Plan for Higher Education will receive first priority at CSUN.

4. Students entering as freshmen will in general be students who meet normal criteria for University admissions. The Center on Deafness also has the prerogative to accept "special admissions" for promising deaf students who do not fully meet the normal admissions requirement.

The "integrated" model has led to successful completion of studies for deaf persons at this institution and at other institutions at undergraduate and graduate levels, including doctoral work.

In the past five years, the model has been applied at community college and vocational school levels where it is apparently meeting with comparable success.

Our experience with this model leads us to pass on these words of caution to other institutions with an interest in implementing this system:

(a) A sound program requires more than an interpreter. A comprehensive network of such services as interpreting, counseling, tutoring, and notetaking is needed to meet the needs of students. A trained staff is essential and continuing in-service is needed to maintain a high level of competency throughout the support services.

(b) On-going programs need a certain minimum number of students to justify the needed support services and to give administrative efficiency to the program.

(c) Strong institutional support is necessary to give stability and visibility to the program.

(d) Permanent long-range financial support is necessary to assure entering freshmen that the services which they need will be available to them when they are seniors. Every effort should be made to secure a solid basis of financial support to maintain student interest and to insure good staff morale.

We know that many programs now lack the ingredients noted above, yet we are encouraged by acceptance of the concept. We believe that deaf students are best served when they are able to participate in life to the extent that non-handicapped individuals do. This educational model brings us closer to this ideal.

We are working with an educational model which meets the needs of deaf students at this time. We are very much involved in the *business* of educating deaf students and we know that every good business looks to the future to see which new developments will enable them to meet their objectives in some better way.

As the needs of students change, we expect to change. As new educational models develop, we intend to examine them to see if they are consistent with our objectives.

As a training institution, we feel the need to achieve excellence in all areas dealing with the development of professional skills in our students. As an institution with a deep commitment to the deaf, we also seek excellence in our service to these students.

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Integrated Education for Deaf College Students

Ray L. Jones and Harry J. Murphy

California State University at Northridge (CSUN), located in suburban Los Angeles, offers a model of integrated, postsecondary education for deaf college students. Through the use of such support services as interpreting, notetaking, and tutors, deaf college students compete with 25,000 hearing peers in an urban, liberal arts university setting.

The key to the program is interpreting. Forty part-time interpreters, half of whom are hearing children of deaf parents, translate college lectures into "the language of signs," or sign language, as it is most commonly called. Fellow students further support the deaf student by slipping a piece of carbon paper under their notes and giving the extra copy to the deaf person at the end of class.

Professors and hearing students alike soon get used to the "extra student" who sits in front of the deaf student, off to one side of the room, giving an added dimension to a lecture by representing it in a graphic, physical, and beautiful form.

The interpreter gives visibility to deafness, an otherwise "invisible" handicap. We come to know the problems of blindness because of the visible symbols—white canes and dogs. So it is with deafness that the interpreter calls attention to the handicap at the same time the method is used to overcome it.

In 10 years of this special service, CSUN has awarded a score of bachelor's degrees and an even 100 master's degrees to deaf students. Today, approximately 120 deaf students (60 undergraduate, 60 graduate) from across the nation pursue their education in the mainstream of college life at Northridge.

These benefits accrue to the deaf student: Western residents have access to a program nearer their home; at CSUN there is a diversity of curriculum and academic majors, literally from A to Z (anthropology to zoology); deaf students have daily contact with the non-handicapped, and they compete academically, earn the same degree, and form lifelong friendships with non-handicapped persons.

Often overlooked, however, are the benefits which accrue to the non-handicapped as a result of *their* daily contact with deaf college students.

In the past, society has placed the responsibility for adjustment on the handicapped individual. A deaf person was taught to communicate like a hearing person by speechreading and by using speech. Too few deaf persons acquired these skills, and too few were integrated.

What has not been probed is the willingness of hearing persons to adjust. In the case of the deaf, sign language was thought to inhibit integration because of its singular nature. Ironically, sign language is the great facilitator of integration on the CSUN campus. Many hearing students are quite willing to learn it. Classes in sign language and interpreting are offered for credit and are so popular that we find more hearing persons enrolled in sign language classes (175) than there are deaf persons needing interpreters (120).

A non-handicapped person studying alongside a handicapped person forms a perception of him that removes the cloak of ignorance about handicapped persons. He comes to realize their special talents and limitations. He comes to expect and accept an integrated occupational situation following the college years. It would appear that the historic pattern of "putting the handicapped away" has denied non-handicapped persons a significant learning experience.

The climate at CSUN has led to the natural conclusion that there should be faculty members who are handicapped working alongside those who are non-handicapped, and today deaf instructors teach in the departments of geology, special education, and drama.

In their classes are students who can hear, some who cannot, and some who are handicapped in other ways. This makes sense to us. □

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A Profile of CSUN Deaf Students

Fall Semester, 1976

by

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The purpose of this publication is to describe the deaf student population at California State University, Northridge (CSUN). For the Fall semester of 1976, 171 deaf students registered through Campus Services for the Deaf. Campus Services for the Deaf, a unit of the Center on Deafness at CSUN, processes admissions applications of deaf applicants, conducts a registration and orientation for deaf students, and delivers such "support services" as interpreting, counseling, notetaking, tutoring, and aural rehabilitation.

The program at CSUN follows the "integrated" model of postsecondary education for deaf individuals whereby deaf students take their classes alongside hearing students. Regular university instructors have their lectures translated into sign language by an interpreter, and/or a notetaker takes notes for the deaf student. In addition to the interpreting and notetaking services, Campus Services for the Deaf provides personal, academic, and career counseling from counselors trained in working with deaf persons, tutoring in any curriculum area, and aural rehabilitation services.

What are the characteristics of those deaf college students who choose to pursue liberal arts studies in the company of hearing students rather than in an institution where they share the college experience only with other deaf students? This question is of interest to the field in general, and more specifically to deaf students, their rehabilitation and school counselors, educators, and parents as personal decisions about the choice of a college are considered.

CSUN is a large liberal arts university in suburban Los Angeles (formerly known as San Fernando Valley State College). For the Fall semester of 1976, 171 deaf students were included in the total university enrollment of 26,981. The university awards bachelor's and master's degrees, but does not award doctorates. As of September 1, 1976, 47 deaf persons had earned bachelor's degrees and 198 deaf students had earned 202 master's degrees (four students earned two master's degrees each).

Variables Under Consideration

The profile variables noted in this report fall into two categories: (1) data collected prior to registration, and (2) data gathered after registration.

In the first category are these variables:

1. Age and Sex
2. Audiometric Data
3. Other Handicapping Conditions
4. Age of Onset
5. Residence by Place of Birth and Place of High School Graduation
6. Type of High School Background
7. Previous Postsecondary Experience
8. SAT/GRE Scores
9. Class Standing

In the second category are these variables:

10. Number of Units Carried
11. Enrollment in Classes
12. Service in Classes
13. Comparison of Majors of Hearing and Deaf Students

Source of Data

The information reported herein was gathered by the Student Personnel Services section of Campus Services for the Deaf during the period September 1 - December 1, 1976, and was derived from the following sources:

- . admissions forms
- . registration data
- . delivery of services data
- . audiograms
- . transcripts
- . test scores
- . interviews

Profile Variable 1. Age and Sex

The deaf student population, of whom 85 were male and 86 were female, ranged in age from 16 to 81, with the mean age for all 171 registrants being 25.5 years (mode age = 22). The mean for undergraduate students was 23 years; the mean for graduate students was 31 years.

Two 16-year-old females met the university criteria for admission at that early age while an 81-year-old male, having earned a bachelor's degree in psychology in 1975, registered for a graduate course in counseling for Fall, 1976.

It would appear that this population of 171 deaf students is a somewhat older group than is found in most college situations.

Profile Variable 2. Audiometric Data

At the time of the writing of this report (December 1976), 135 current audiograms (79% of the 171 registrants) were available for analysis and inclusion within this report.

If a student failed to respond at a given frequency, data were coded for statistical purposes in this way: 250 Hz = 90 dB; 500, 1,000, 2,000, 4,000 Hz = 110 dB. In other words, a "no response" was recorded as maximum intensity at all frequencies.

Table 1 gives audiometric data for each ear, left ear average (LEA), right ear average (REA), and better ear average (BEA).

Table 1. Audiometric Data

Hz	Left Ear	Right Ear
250	70.1	69.1
500	82.5	81.6
1000	92.1	91.5
2000	96.0	95.4
4000	98.3	97.7

LEA	90.2
REA	89.5
BEA	86.9

As can be seen from the data displayed in Table 1, the deaf registrants of Campus Services for the Deaf at CSUN may be described audiometrically as a profoundly deaf group (Furth, 1973).

In previous studies (Murphy, 1976a, 1976b) conducted among the same population at CSUN it was found that there was no correlation between degree of hearing loss and academic achievement, leading to the conclusion that deaf students do as well academically as do hard-of-hearing students. It was also found that the deaf students as a group achieved at about the same rate as the hearing students on campus.

Profile Variable 3. Other Handicapping Conditions

Among the 171 registrants were 16 who self-reported a secondary handicap in addition to their deafness. Table 2 gives the conditions.

Table 2. Other Handicapping Conditions

Other Handicap	N
Vision	4*
Cerebral Palsy	7
Facial Paralysis	2
Orthopedic Involvement	3
	16

*In addition to a vision problem, one student also reported an orthopedic handicap.

As can be seen from the data given above, 16 of 171 students, or about 10% of all deaf registrants, report a secondary handicap.

Profile Variable 4. Age of Onset

Students self-report age of onset of hearing loss at the time they first apply to the university. Table 3 gives this information.

Table 3. Age of Onset

Age	N
Birth - 2 years	100
3 - 7 years	24
8 - 15 years	6
16+ years	9
Unknown or Not Reported	32
	171

As can be seen from Table 3, 72% of those reporting age of onset (100 of 139) indicated prelingual deafness (birth - 2 years).

Profile Variable 5. Residence

Ours is a highly mobile society and deaf people, like all Americans, move around a great deal. The program at CSUN serves deaf students from across the nation, and from several foreign countries. The fact that the deaf student body is drawn from so many different states is strong justification for CSUN to seek federal, rather than just state, funding to support the program. In fact, Campus Services for the Deaf receives funding from a combination of federal and state sources.

Since people move so much it was necessary to look at the residence variable in several different ways. For example, many graduate students come to CSUN immediately after finishing a bachelor's degree at Gallaudet College in Washington, D.C. If residence was assumed to mean one's last address before attending CSUN, a disproportionate number of students would appear as "residents" of the District of Columbia which of course, they are not.

Another consideration is that an individual can declare California as one's "legal residence" after having resided in the state for one year. Many students, deaf and hearing alike, do so to escape a higher tuition charge for residents of states other than California, regardless of whether or not they actually intend to remain in the state after graduation.

In order to give a more accurate picture of geographical representation, two considerations were used: (1) place of birth, and (2) state of high school graduation.

Table 4 shows that deaf students were born in 36 different states, the District of Columbia, and 6 foreign countries, and graduated from high school in 32 states, the District of Columbia, and 3 foreign countries.

Table 4. Place of Birth and Place of High School Graduation

	Place of Birth	Place of High School Graduation
Alabama	1	0
Alaska	1	2
Arizona	2	4
Arkansas	0	0
California	55 (32%)	86 (50%)
Colorado	2	2
Connecticut	3	4
Delaware	0	1
Florida	1	0

	Place of Birth	Place of High School Graduation
Georgia	3	1
Hawaii	4	4
Idaho	1	1
Illinois	10	8
Indiana	1	2
Iowa	1	0
Kansas	2	1
Kentucky	1	1
Louisiana	0	0
Maine	0	0
Maryland	0	0
Massachusetts	9	2
Michigan	6	3
Minnesota	5	3
Mississippi	0	0
Missouri	3	2
Montana	0	1
Nebraska	1	1
Nevada	0	0
New Hampshire	0	0
New Jersey	1	1
New Mexico	0	0
New York	7	5
North Carolina	1	0

	Place of Birth	Place of High School Graduation
North Dakota	1	0
Ohio	6	3
Oklahoma	2	2
Oregon	2	2
Pennsylvania	3	2
Rhode Island	0	0
South Carolina	2	1
South Dakota	1	1
Tennessee	2	3
Texas	5	5
Utah	5	1
Vermont	0	0
Virginia	3	2
Washington	7	7
West Virginia	0	0
Wisconsin	1	0
Wyoming	0	0
Washington, D.C.	1	2
Other Countries:		
Belgium	1	0
Canada	4	3
Fiji Islands	1	0
Japan	1	1

	Place of Birth	Place of High School Graduation
Netherlands	1	0
Poland	1	1
	171	171

As might be expected, a high percentage of students were born in (32%) and/or graduated from high school (50%) in California. It seems natural that deaf Californians would want to attend college close to home, but another explanation for the higher percentage of Californians is that Campus Services for the Deaf has conducted a systematic and comprehensive recruiting campaign for the past five years among high school and community college programs for deaf students within the state.

Profile Variable 6. Type of High School Background

A simple differentiation of high school programs is: residential, and other-than-residential. In the latter category are day schools and day classes with educational programs and/or support services for the deaf. Also included here are "regular" high schools which deaf students may have attended which had neither a special program nor support services.

Table 5. Type of High School

Type	N
Residential	56 (33%)
Other-Than-Residential	115 (67%)
	171 (100%)

A further breakdown shows that 35 undergraduate students, and 21 graduate students graduated from a residential school for the deaf whereas 88 undergraduate and 27 graduate students graduated from an other-than-residential school.

Students graduating from a residential school were not interviewed to determine if they actually resided at the school or if they were day pupils there. Nor were interviews conducted among the other-than-residential group to determine the exact nature of their high school experience, so no conclusions can be drawn at this time on these issues. The only conclusion to be drawn at this time is that about 1/3 of the CSUN deaf population graduated from a residential high school for the deaf.

Profile Variable 7. Previous Postsecondary Experience

With the number of postsecondary programs for deaf students increasing steadily it is becoming common for students to come to CSUN after an earlier postsecondary experience elsewhere. In fact, Table 6 shows that "transferring" to CSUN is the rule, rather than the exception.

Table 6. Previous Postsecondary Experience

Undergraduates Transferring Directly From		Graduates BA Earned From	
	N	College	N
Gallaudet	18	Gallaudet	29
NTID/RIT	10	NTID/RIT	0
28 Postsecondary Institutions	51*	CSUN	11
High School	44	8 Other Colleges	8
	123		48**

*While these 51 students transferred directly from 28 different institutions, they had in fact attended 56 different institutions in all. It is not uncommon for a deaf student to have had two or more college experiences prior to coming to CSUN.

**Three of the 48 also had earned a first master's degree, earned at the University of Arizona, Butler University, and CSUN, respectively.

Table 6 shows that 64% of undergraduate students have had a previous postsecondary experience, and that 77% of the graduate students earned their undergraduate degree at an institution other than CSUN.

Profile Variable 8. SAT/GRE Scores

It is a requirement of the California State University and College System that undergraduate students with less than 56 transferable semester units or 84 transferable quarterly units must submit Scholastic Aptitude Test (SAT) scores or American College Test (ACT) scores. The SAT is most frequently taken.

A total of 72 deaf undergraduate students took the SAT prior to admission to CSUN. The mean Verbal score was 337. The mean Quantitative score was 385.

A recent Newsweek article (March 8, 1976) reported new national norms for takers of the SAT. These national norms are: Verbal = 434; Quantitative = 472. Hence, the data show that CSUN deaf undergraduate students score about 100 points below national norms on both subtests. This is about one full standard deviation (SD = 100) below the mean.

Applicants for graduate level study at CSUN are required to take the Aptitude Test of the Graduate Record Examination (GRE). This requirement is waived for those whose undergraduate grade point average is above 3.0.

Fourteen deaf students submitted GRE scores of: Verbal = 336; Quantitative = 407. The national GRE norms, as reported by the Educational Testing Service, are: Verbal = 494; Quantitative = 510. Hence, the data show that deaf graduate students fall about 1-1/4 standard deviations (SD = 126) below the mean on the Verbal subtest, and about 3/4 of a standard deviation (SD = 136) below the mean of the Quantitative subtest.

Profile Variable 9. Class Standing

CSUN defines class standing (freshman, sophomore, etc.) by the number of semester units completed.

Table 7. CSUN Criteria for Class Standing

Class Standing	Units Completed
Freshmen	0 - 29
Sophomores	30 - 59
Juniors	60 - 89
Seniors	90+

Graduate students are defined as those who possess a bachelor's degree and who have been accepted for graduate study by a department of the university and by the Office of Graduate Studies.

Table 8. Class Standing, CSUN Deaf Students

Class Standing	N	
Freshmen	31	(18.1%)
Sophomores	21	(12.3%)
Juniors	45	(26.3%)
Seniors	26	(15.2%)
Graduate	48	(28.1%)
	171	(100.0%)

Fifty-one students registered at CSUN for the first time in September, 1976 as freshmen or transfer students; 120 students had been previously registered at the university. As can be seen from Table 8, about 70% of the deaf student body are upper division (juniors and seniors) or graduate students.

Profile Variable 10. Number of Units Carried

CSUN operates on a semester (as opposed to a quarterly) unit basis. Students carrying 12 or more units are considered full-time students.

The mean number of semester units carried was 12.3, with a range of 3 - 23; 123 deaf students carried 12 or more units while 48 students carried less than 12 units.

Profile Variable 11. Enrollment in Classes

Approximately 4,500 different class sections were offered by CSUN during the Fall, 1976 semester. Deaf students were enrolled in 463 of these classes, or about 10% of all classes offered. When one realizes that deaf students constitute only a little more than 1/2 of 1% of the student body and yet enroll in about 10% of all classes, it can be seen that the degree of integration is very high.

In fact, if one realizes that there may be on the average about 20 hearing students in every class where deaf students are enrolled, then more than 9,000 hearing students shared the college academic experience with one or more deaf students during the Fall semester of 1976.

Profile Variable 12. Service in Classes

Once a deaf student registers for a class, he is invited by Campus Services for the Deaf to select the service he feels he needs to assure his academic success.

Interpreters are paid employees who are assigned to classes as requested by the deaf students. They translate the spoken word of the professor into sign language and "reverse-interpret" the signs of a deaf person into spoken language when a deaf person wishes to participate in class. If a deaf person receives the services of a paid interpreter (the hourly pay rate for interpreters ranges from $3.50 - $8.50), he is asked to recruit a volunteer notetaker from among other class members. Generally, this person takes notes on a spirit master ditto, or places carbon paper in a notebook to make duplicate notes. Interpreters cover usual college lectures and some off-campus university-sponsored activities. In one instance, a deaf student in a health science class was assigned to observe the busy emergency room of a major hospital between the hours of midnight and 5:00 A.M. A paid interpreter served the situation.

Notetaker/Interpreters are paid employees (at $3.00 per hour) whose first responsibility is to take good notes, and secondly, to interpret some things to a student. Notetaker/Interpreters are usually currently enrolled in interpreting classes. As their skills increase, they are promoted to Interpreter.

Notetakers are paid employees (at $2.60 and $3.00 per hour) whose only responsibility is to take good notes. Generally, notetakers are currently enrolled in sign language classes and they hope in time to become Notetaker/Interpreters and later, Interpreters.

Some deaf students are enrolled in classes where No Service is supplied. "No Service" classes typically are "activity" courses such as physical education, laboratories, or art courses, where demonstrations and clear-cut directions are given. This "No Service" choice represents a voluntary decision on the part of a deaf student to decline service. Each semester, students complete a form requesting a service (interpreting, notetaking) or No Service at all. Service is provided in 100% of all cases where requested.

Table 9. Assignment of Service

Service	Number of Classes
Interpreters	214
Notetaker/Interpreters	68
Notetakers	87
No Service	94
	463

As can be seen from Table 9, some form of interpreting is supplied in 282 classes or 76% (282 of 369 classes) of classes where paid service is provided to deaf students

Profile Variable 13. Comparison of Majors of Hearing and Deaf Students

According to the official CSUN *Catalog* for 1976-77, the university has 50 academic departments which are grouped under eight different schools. They are:

1. School of the Arts. Departments: Art General Studies, Art History, Art Three-Dimensional Media, Art Two-Dimensional Media, Music, and Theatre.
2. School of Business Administration and Economics. Departments: Accounting, Business Law, Economics, Finance, Real Estate and Insurance, Management, Management Science, Marketing, Office Administration and Business Education.

3. School of Communication and Professional Studies. Departments: Child Development, Communicative Disorders, Health Science, Home Economics, Journalism, Physical Education, Radio-Television-Film, Recreation and Leisure Studies, and Speech Communication.

4. School of Education. Departments: Administration and Supervision and Higher Education, Educational Psychology, Elementary Education, Secondary Education, Social and Philosophical Foundations, and Special Education.

5. School of Engineering and Computer Science. Departments: Computer Science, Electrical and Electronics Engineering, Mechanics and Materials, and Thermal-Fluid Systems.

6. School of Humanities. Departments: Chicano Studies, English, Foreign Languages and Literatures, Philosophy, Religious Studies, and Liberal Studies.

7. School of Science and Mathematics. Departments: Biology, Chemistry, Geosciences, Mathematics, Physics, and Astronomy.

8. School of Social and Behavioral Sciences. Departments: Anthropology, Geography, History, Pan African Studies, Political Science, Psychology, and Sociology.

Majors of deaf and hearing students registered for the Fall, 1976 semester were grouped under eight schools. Another category is "Special Major," a separate designation for programs which cross several schools and which students propose to departments as highly individualized courses of study. Also, many students simply state "undecided" as a choice.

Table 10. Comparison of the Majors of Deaf Students and Hearing Students

	Hearing Students		Deaf Students	
School	% Under-Graduate	% Graduate	% Under-Graduate	% Graduate
Arts	9	5	10	2
Business	20	8	8	2
Communication	19	12	17	0
Education	*	19	*	68
Engineering	5	3	4	0
Humanities	10	3	17	2
Science/Math	7	4	8	2
Social/Behavioral	16	8	12	2
Special Major	1	1	0	0
Undecided	13	37	24	22

*By California law, a student may major in Education only at the graduate level.

As can be seen from Table 10, the percentages differ most markedly with the School of Business where 20% of hearing undergraduates and 8% of hearing graduate students pursue a major vs. only 8% of deaf undergraduates and 2% of deaf graduate students; the School of Communication and Professional Studies where there are no deaf graduate students vs. 12% of the hearing graduate students, the School of Education where 68% of deaf graduates major vs. only 19% of the graduate hearing population, and the School of Social and Behavioral Sciences at the graduate level where 8% of hearing students major but only 2% of deaf students do so.

These findings are probably best explained by the career opportunities which deaf people may expect (or may not expect) upon completion of a major. A look at the undergraduate percentages shows that deaf persons anticipate career opportunities (or preparatory training in anticipation of earning a master's degree) in the School of Arts, Communication and Professional Studies, Engineering and Computer Science, Humanities, Science and Mathematics, and Social and Behavioral Sciences.

A look at the graduate percentages shows an overwhelming preference for a career in education. This may be explained, in part, by the fact that CSUN has an outstanding reputation for its teacher preparation program in the area of deafness.

SUMMARY

1. A total of 171 deaf students registered with Campus Services for the Deaf for the Fall, 1976 semester of whom 85 were male and 86 were female. The age range was 16 - 81. The mean for undergraduate students was 23 years; the mean for graduate students was 31 years.
2. The population may be described audiometrically as a profoundly deaf group.
3. Sixteen students (10% of the population) self-reported other handicapping conditions including vision, cerebral palsy, facial paralysis, and orthopedic involvements.
4. Prelingual deafness was indicated by 72% of those (100 of 139) reporting age of onset of hearing loss.
5. Deaf students were born in 36 different states, the District of Columbia, and 6 foreign countries, and graduated from high school in 32 states, the District of Columbia, and 3 foreign countries.
6. One-third of the students graduated from a residential school for the deaf; two-thirds graduated from day schools, day classes, or "regular" high schools.
7. Most students have had a previous postsecondary experience before coming to CSUN: 64% of undergraduate students transferred to CSUN after attendance elsewhere, and 77% of the graduate students earned their undergraduate degree at an institution other than CSUN.
8. The deaf undergraduates had SAT means of: Verbal = 337, Quantitative = 385 (vs. national norms of 434 and 472 respectively), and GRE means of: Verbal = 336, Quantitative = 407 (vs. national norms of 494 and 510, respectively).

9. Class standing was as follows: Freshmen, 18.1%; Sophomores, 12.3%; Juniors, 26.3%; Seniors, 15.2%; and Graduate Students, 28.1%. About 70% of the deaf student body consists of upper division (juniors and seniors) and graduate students.

10. The mean number of semester units carried was 12.3, with a range of 3 - 23; 123 students carried 12 or more units while 48 students carried less than 12 units.

11. Deaf students enrolled in 463 classes (about 10% of all classes offered by the university) and about 9,000 hearing students shared the college academic experience with one or more deaf students during the Fall semester of 1976.

12. Interpreters or Notetaker/Interpreters served 282 classes or 76% of all classes where service was requested; notetakers served 87 classes, and in 94 classes, deaf students voluntarily elected "No Service."

13. The majors of deaf students were compared with the majors of hearing students. Twenty percent of hearing undergraduates and 8% of hearing graduates majored in the School of Business vs. only 8% of deaf undergraduates and 2% of deaf graduates. Twelve percent of hearing graduate students majored in the School of Communication and Professional Studies vs. no deaf graduates (though they registered in about equal proportions as undergraduate students in the same school). Sixty-eight percent of deaf graduate students majored in the School of Education vs. only 19% of the graduate hearing population. Eight percent of graduate hearing students majored in the School of Social and Behavioral Sciences vs. only 2% of deaf graduate students. The proportion of hearing and deaf students in all other schools is approximately the same.

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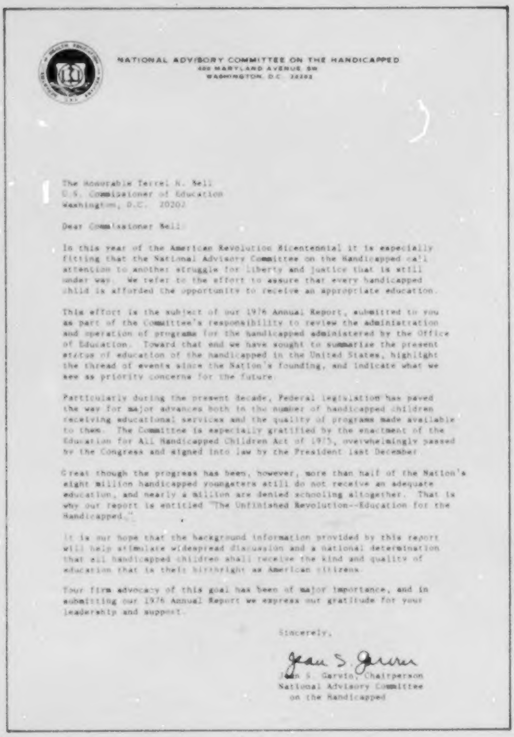
Murphy, H.J. Comparative Studies of Academic Achievement Between Hearing Impaired and Non-Hearing Impaired Students at California State University, Northridge. American Annals of the Deaf, 1976, 121, 305-308.

THE UNFINISHED REVOLUTION: Education for the Handicapped

1976 Annual Report
National Advisory Committee on the Handicapped



NATIONAL ADVISORY COMMITTEE ON THE HANDICAPPED
400 MARYLAND AVENUE SW
WASHINGTON, D.C. 20202

The Honorable Terrel H. Bell
U.S. Commissioner of Education
Washington, D.C. 20202

Dear Commissioner Bell:

In this year of the American Revolution Bicentennial it is especially fitting that the National Advisory Committee on the Handicapped call attention to another struggle for liberty and justice that is still under way. We refer to the effort to assure that every handicapped child is afforded the opportunity to receive an appropriate education.

This effort is the subject of our 1976 Annual Report, submitted to you as part of the Committee's responsibility to review the administration and operation of programs for the handicapped administered by the Office of Education. Toward that end we have sought to summarize the present status of education of the handicapped in the United States, highlight the thread of events since the Nation's founding, and indicate what we see as priority concerns for the future.

Particularly during the present decade, Federal legislation has paved the way for major advances both in the number of handicapped children receiving educational services and the quality of programs made available to them. The Committee is especially gratified by the enactment of the Education for All Handicapped Children Act of 1975, overwhelmingly passed by the Congress and signed into law by the President last December.

Great though the progress has been, however, more than half of the Nation's eight million handicapped youngsters still do not receive an adequate education, and nearly a million are denied schooling altogether. That is why our report is entitled "The Unfinished Revolution--Education for the Handicapped."

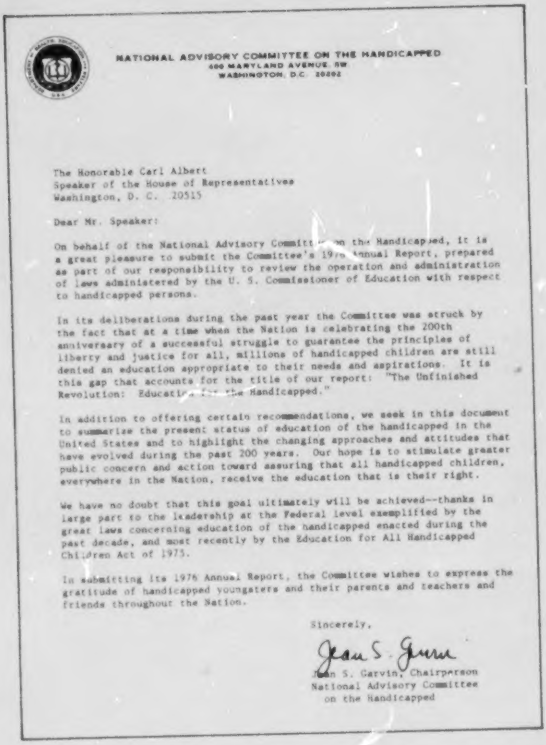
It is our hope that the background information provided by this report will help stimulate widespread discussion and a national determination that all handicapped children shall receive the kind and quality of education that is their birthright as American citizens.

Your firm advocacy of this goal has been of major importance, and in submitting our 1976 Annual Report we express our gratitude for your leadership and support.

Sincerely,

Jean S. Garvin

Jean S. Garvin, Chairperson
National Advisory Committee
on the Handicapped



NATIONAL ADVISORY COMMITTEE ON THE HANDICAPPED
400 MARYLAND AVENUE, SW
WASHINGTON, D.C. 20202

The Honorable Carl Albert
Speaker of the House of Representatives
Washington, D. C. 20515

Dear Mr. Speaker:

On behalf of the National Advisory Committee on the Handicapped, it is a great pleasure to submit the Committee's 1976 Annual Report, prepared as part of our responsibility to review the operation and administration of laws administered by the U. S. Commissioner of Education with respect to handicapped persons.

In its deliberations during the past year the Committee was struck by the fact that at a time when the Nation is celebrating the 200th anniversary of a successful struggle to guarantee the principles of liberty and justice for all, millions of handicapped children are still denied an education appropriate to their needs and aspirations. It is this gap that accounts for the title of our report: "The Unfinished Revolution: Education for the Handicapped."

In addition to offering certain recommendations, we seek in this document to summarize the present status of education of the handicapped in the United States and to highlight the changing approaches and attitudes that have evolved during the past 200 years. Our hope is to stimulate greater public concern and action toward assuring that all handicapped children, everywhere in the Nation, receive the education that is their right.

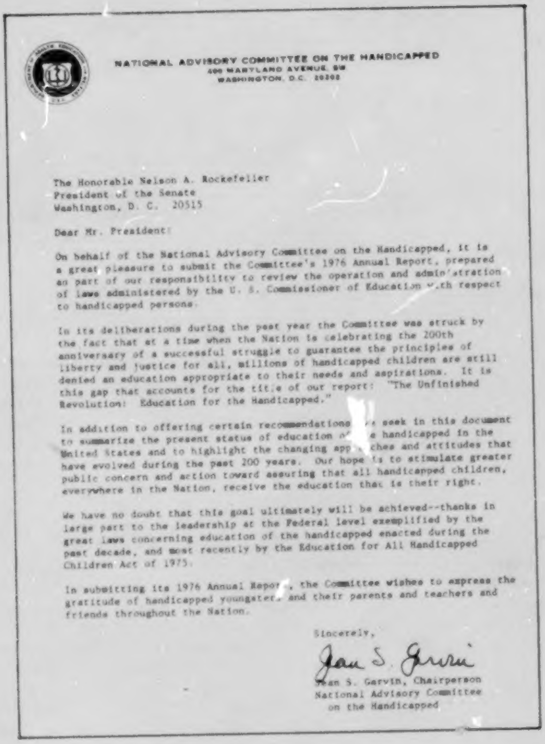
We have no doubt that this goal ultimately will be achieved--thanks in large part to the leadership at the Federal level exemplified by the great laws concerning education of the handicapped enacted during the past decade, and most recently by the Education for All Handicapped Children Act of 1975.

In submitting its 1976 Annual Report, the Committee wishes to express the gratitude of handicapped youngsters and their parents and teachers and friends throughout the Nation.

Sincerely,

Jean S. Garvin

Jean S. Garvin, Chairperson
National Advisory Committee
on the Handicapped



NATIONAL ADVISORY COMMITTEE ON THE HANDICAPPED
400 MARYLAND AVENUE, SW
WASHINGTON, D.C. 20202

The Honorable Nelson A. Rockefeller
President of the Senate
Washington, D. C. 20515

Dear Mr. President:

On behalf of the National Advisory Committee on the Handicapped, it is a great pleasure to submit the Committee's 1976 Annual Report, prepared as part of our responsibility to review the operation and administration of laws administered by the U. S. Commissioner of Education with respect to handicapped persons.

In its deliberations during the past year the Committee was struck by the fact that at a time when the Nation is celebrating the 200th anniversary of a successful struggle to guarantee the principles of liberty and justice for all, millions of handicapped children are still denied an education appropriate to their needs and aspirations. It is this gap that accounts for the title of our report: "The Unfinished Revolution: Education for the Handicapped."

In addition to offering certain recommendations we seek in this document to summarize the present status of education of the handicapped in the United States and to highlight the changing approaches and attitudes that have evolved during the past 200 years. Our hope is to stimulate greater public concern and action toward assuring that all handicapped children, everywhere in the Nation, receive the education that is their right.

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In submitting its 1976 Annual Report, the Committee wishes to express the gratitude of handicapped youngsters and their parents and teachers and friends throughout the Nation.

Sincerely,

Jean S. Garvin

Jean S. Garvin, Chairperson
National Advisory Committee
on the Handicapped

Charter, National Advisory Committee on the Handicapped

PURPOSE

Responsibilities of the Commissioner of Education include administering the Education of the Handicapped Act (20 U.S.C. 1401 *et seq.*). It is the policy of the United States, as set forth in this act, to provide assistance to State and local education agencies, institutions of higher education, and other public and private organizations which contribute to the advancement of the education of the handicapped.

Effective discharge of this responsibility requires the advice of a public advisory committee.

AUTHORITY

The National Advisory Committee on the Handicapped was established by the Commissioner of Education under Sec 448(b) of the General Education Provisions Act (20 U.S.C. 1233g) and derives authority from Section 604(a) of the Education of the Handicapped Act, Title VI of Public Law 91-230, as amended (20 U.S.C. 1403). Committee operations are governed by the provisions of Part D of the General Education Provisions Act (20 U.S.C. 1233 *et seq.*) and the Federal Advisory Committee Act (5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTION

In its capacity as advisory to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education, the Committee shall review the administration and operation of programs authorized by the Education of the Handicapped Act and other provisions of law administered by the Commissioner with respect to the handicapped, including their effect in improving the educational attainment of handicapped children, and shall make recommendations for the improvement of their administration and operation. Such recommendations shall take into consideration experience gained under these and other Federal programs for the handicapped, and to the extent appropriate, experience gained under other public and private programs for the handicapped. The Committee shall also review the administration and operation of the National Technical Institute for the Deaf and the Model Secondary School for the Deaf, and make recommendations for the improvement of their administration and operation. The Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner and shall make an annual report of its findings and recommendations to the Commissioner not later than March 31 of each year. The Commissioner shall transmit each such report to the Secretary together with his comments and recommendations, and the Secretary shall transmit such report, comments, and recommendations to the Congress together with any comments of recommendations he may have with respect thereto.

STRUCTURE

The Committee shall consist of 15 members including a Chairman, selected by the Commissioner with the approval of the Secretary. Members shall include persons who are active in education, training, research or technological programs for the handicapped and at least three handicapped adults, i.e., deaf, blind, crippled, or other health impaired. At least eight members must be affiliated with programs for the handicapped.

Members shall be invited to serve for overlapping terms of not more than three years. Such terms shall be contingent upon the renewal of the Committee by appropriate action prior to its termination.

Management and staff services shall be provided by the Deputy Commissioner of Education for the Handicapped. The Deputy Commissioner or his designee shall serve as the Office of Education delegate to the Committee.

MEETINGS

The Committee shall meet not less than twice each year at the call of the Chairman with the approval of the Commissioner of Education or his designee, who shall approve the meeting agenda and shall attend all Committee meetings including meetings of subcommittees. Meetings shall be open to the public except as may be determined otherwise by the Secretary; adequate public notice shall be given in advance of all meetings. Meetings shall be conducted and records of proceedings kept in accordance with applicable Federal laws and Department regulations.

COMPENSATION

Members of the Committee who are not in the regular full-time employ of the United States shall, while attending Committee meetings or otherwise engaged in the business of the Committee, be entitled to receive compensation at a rate of $100 per day plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATE

Estimated annual cost for operating the Committee, including compensation and travel expenses, but excluding staff support, is $100,000. Estimate of annual man years of staff support required is 1.5 at an estimated annual cost of $30,000.

REPORTS

The Committee shall submit to the Congress on or before March 31 of each year a report which shall contain as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of meetings, functions of the Committee and a summary of Committee activities, findings and recommendations made during the year. Such report shall be transmitted with the Commissioner's annual report to Congress.

A copy of the annual report shall be provided to the Department and Office of Education Committee Management Officers.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on the Handicapped shall terminate on July 1, 1977. This charter expires two years from date of signature (i.e., October 17, 1977).

Note: The Committee held meetings in Washington, D.C. on January 20-23, 1975, May 19-21, 1975, and August 5-8, 1975, and in Reno, Nevada on October 20-22, 1976.

Membership, National Advisory Committee on the Handicapped

(As of December 31, 1975)

Dr. Leonard M. Baca
Assistant Professor of Special Education
Department of Special Education
University of Colorado
Boulder, Colorado 80302 *6/30/76

Dr. Evelyn D. Baggs
Director of Education
National Children's Rehabilitation Center
P.O. Box 1620
Leesburg, Virginia 22075 *6/30/77

Dr. James N. Blake
Associate Professor of Audiology and Speech Pathology
School of Education
University of Louisville
Louisville, Kentucky 40201 *6/30/78

Mrs. Wendell G. Freeland
5631 Woodmont Street
Pittsburgh, Pennsylvania 15217 *6/30/78

****Miss Jean S. Garvin**
Director, Special Education and Pupil Personnel Services
State Department of Education
Montpelier, Vermont 05602 *6/30/77

Mr. Robert I. Harris
Clinical Psychologist
Department of Psychiatry
St. Paul-Ramsey Hospital and Medical Center
St. Paul, Minnesota 55101 *6/30/76

Dr. Harold W. Heller
Superintendent
Bryce Hospital
Tuscaloosa, Alabama 35401 *6/30/78

Dr. Barbara K. Keogh
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University of California at Los Angeles
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Mr. Max C. Rheinberger, Jr.
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Dr. Robert E. Switzer
Medical Director
Eastern State School and Hospital
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Mr. John Vanlandingham
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5800 North 19th Avenue
Phoenix, Arizona 85015 *6/30/76

Mrs. Terri R. Velarde
Resource Counselor
El Paso Public Schools
7028 Alto Rey
El Paso, Texas 79912 *6/30/76

Dr. Janel A. Wessel
Director, Field-Research Service Unit
College of Education
Michigan State University
East Lansing, Michigan 48824 *6/30/78

Mr. Charles F. Wrobel
Manager, Special Needs
Special Intermediate School District 916
330 Century Avenue North
White Bear Lake, Minnesota 55110 *6/30/77

Mr. Joel D. Ziev
Acting Assistant Director
Pupil Personnel and Special Education
Hartford Public Schools
249 High Street
Hartford, Connecticut 06103 *6/30/78

Mr. Leroy V. Goodman
Executive Secretary

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* Date appointment terminates   ** Chairperson

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Education of the Handicapped Today

About half of the Nation's eight million handicapped children, the United States Congress pointed out in framing the new Education for All Handicapped Children Act of 1975, do not receive an appropriate education, and about a million are excluded from the public school system entirely. It is illustrative of the difficulties which handicapped people have traditionally faced that disturbing though such figures may be, the condition of education of the handicapped has never been better. Moreover, the climactic juncture of several powerful movements suggests that this Bicentennial year may mark the start of a new era.

In any case, the proportion of handicapped youngsters receiving an education has seen a steady rise. The 45 percent still being neglected (See Table 1) compares with more than 60 percent six years ago and nearly 90 percent only 20 years prior to that. Though a new national commitment to serve every handicapped child by 1980 has greatly expanded the needed number of special education teachers, the gap between supply and demand is at least 100,000 narrower than the 325,000 that prevailed in 1969. Moreover, today's special education personnel receive broader and more intensive training than was the case then, and have the advantage of continuing advances in technology.

By far the most striking change, however, has been the development of a new way of looking at how people with handicaps fit into the education picture. Until very recent times those handicapped children who received any schooling at all did so on sufferance, as an expression of charity. Even then most were barred from regular classrooms, on such grounds as that their presence might be "detrimental to the education of others" or "inadvisable." There was the not uncommon conviction that many handicapped children, especially the more severely handicapped, could not benefit from education and that admitting them into the schools would therefore be a waste of money. In all such instances the decision resided entirely with school authorities. Parents had no choice but to accept what they were offered, even if they were offered nothing.

In law and as national policy, education is today recognized as the handicapped person's right. Moreover, that right cannot be abridged, even on such grounds as that the necessary funds are not available. And handicapped children are seen as having a right not just to whatever kind of education someone else may see fit to provide them but to an education that is geared to their particular needs and aspirations.

This acknowledgement that handicapped per-

Table 1. Estimated Number of Handicapped Children Served and Unserved By Type of Handicap (USOE/BEH/ASB)

	1975-76 Served (Projected)	*1975-76 Unserved*	*Total Hand. Child. Served & Unserved*	*% Served*	*% Unserved*
Total Age 0-19	4,[illegible]0,000	3,577,000	7,887,000	55%	45%
Total Age 6-19	3,860,000	2,840,000	6,700,000	58%	42%
Total Age 0-5	450,000	737,000	1,187,000	38%	62%
Speech Impaired	2,020,000	273,000	2,293,000	88%	12%
Mentally Retarded	1,350,000	157,000	1,507,000	90%	10%
Learning Disabilities	260,000	1,706,000	1,966,000	13%	87%
Emotionally Disturbed	255,000	1,055,000	1,310,000	19%	81%
Crippled & Other Health Impaired	255,000	73,000	328,000	78%	22%
Deaf	45,000	4,000	49,000	92%	8%
Hard of Hearing	66,000	262,000	328,000	20%	80%
Visually Handicapped	43,000	23,000	66,000	65%	35%
Deaf-Blind & Other Multi-Handicapped	16,000	24,000	40,000	40%	60%

sons have rights no less inalienable than those of other American citizens can doubtless be traced in part to the emergence of a more enlightened sense of equity as regards minorities in general. More forcefully to the point, however, has been the specification of these rights in three particular arenas—in the States, as expressed in fundamental revisions of education statutes; in the courts, as expressed in precedent-setting decisions; and by the Federal Government, as expressed in a succession of laws aimed at strengthening education of the handicapped in all its aspects.

A number of forces have impelled the advances that have been made in recent years, particularly during the past ten, and prominent among them has been a "consumer" movement led by organizations of parents of handicapped children and more recently including groups formed by handicapped persons themselves. Such professional associations as the Council for Exceptional Children and others concerned with discrete areas (e.g., the blind, the deaf, the cerebral palsied) also joined the fray. While a few of the organizations and associations making up this consumer movement were in existence prior to the turn of the century, most came into being during the 1940s and 1950s. Initially they were formed essentially so that parents of handicapped children could discuss their experiences and give each other moral support. In time, however, they became preoccupied with practices—exclusion from public schooling being a prime example—which effectively denied their handicapped children a meaningful role in the society. In seeking redress they turned to two of the most basic of democratic instruments—the State legislatures and the courts.

As the level of government primarily responsible for education, the States have to one degree or another displayed a concern for education of the handicapped since the early days of the Republic. It was not until the 1910-20 decade, however, that the first States enacted statutes making education of the handicapped a requirement (the pioneers being New Jersey, New York, and Massachusetts), and though this step advanced the theory that the State responsibility for education extended to all children rather than only some, in practice the feeling remained that public schooling was a preserve into which the handicapped need be admitted only if other students (and local taxpayers) would not thereby be inconvenienced.

It was this kind of exclusion that parent organizations and other advocacy groups, beginning in the early 1960s, selected as their principal target. Using publicity, mass mailing, public meetings, and other techniques of public information—and making direct contact with influential public and private citizens—they mobilized for action. The result was a surge of activity by State legislatures. The goals were first, to enact laws making educational opportunities for the handicapped not simply permissive but mandatory; and then going beyond that, to break away from the custodial mode that had often characterized schooling for the handicapped and instead provide substantive learning experiences.

Today all but two States—Ohio and Mississippi are the exceptions—have adopted statutes that make education for the handicapped mandatory. In States where the advocacy groups have been most effective, the laws are broad and comprehensive, embracing such matters as the training of special education personnel, the acquisition of needed facilities and materials, advisory councils that include handicapped adults and parents of handicapped children in their membership, cooperative regional arrangements for getting greater resources at less cost, and procedures for the review and evaluation of programs. There are incentives to comply with the law and penalties for failure to do so. It is a measure of the distance that has been traveled in making education available to the handicapped that 20 States now have laws which not only mandate education for handicapped children but include in that mandate children of pre-school age.

In some instances the role of advocacy groups in the enhancement of these laws has gone beyond the application of pressure, to include developing a model law, facilitating this law's movement through the relevant legislative committees, lobbying for sufficient votes to get the bill passed, and finally writing the implementing regulations. Independently and as members of coalitions—about 25 such coalitions are now active in various parts of the Nation—the consumer groups have played and are still playing a crucial role in building public support for the enactment of State education laws that respect the needs of handicapped individuals.

Even more spectacular has been the exertion of pressure from another direction, the courts. What was to become a national phenomenon began in 1971 when the Pennsylvania Association for Retarded Children filed suit on behalf of 13 retarded children in that State. Citing guarantees in the U.S. Constitution of due process and equal protection of the laws, the suit argued that these children's access to education should be equal to that afforded other children. In a consent agreement the court found in their favor.

One year later the Federal court in the District of Columbia made a similar ruling involving not only mental retardation but the full range of handicapping conditions. All children, said U.S. District Judge Joseph Waddy in the case of *Mills vs. Board of Education*, have a right to "suitable publicly supported education, regardless of the degree of the child's mental, physical, or emotional disability or impairment." Moreover, in response to arguments that this position would impose an intolerable financial burden on the community, Judge Waddy added the following: "If sufficient funds are not available to finance all of the services and programs that are needed and desirable in the system, then the available funds must be expended equitably in such a manner that no child is entirely excluded from a publicly supported education . . . ."

There followed during the next few years an avalanche of suits as other groups in other jurisdictions asked the courts to enforce handicapped children's constitutional rights. By now the number exceeds 40, and in none of the completed cases has the decision gone against the plaintiffs. The impact of these court rulings has been immense, not only in opening up school doors but in stimulating provisions in State laws to improve the quality and comprehensiveness of education offered to the handicapped.

Of parallel importance has been the role of the Federal Government, particularly during the past ten years. Actually Federal support for education of the handicapped goes back a century and more—to 1864 and the establishment in Washington, D.C., of Gallaudet College, serving the deaf; and to 1879 and the creation in Lexington, Kentucky, of the American Printing House for the Blind. Valuable though these actions were, however, they did not betoken a Federal commitment to education of the handicapped. Nor did an action taken in the 1930s when the U.S. Office of Education, by then more than 60 years old, first assigned a member of the staff to monitor the condition and progress of "special education," as education of the handicapped was by then being called.

A significant shift in posture was inconspicuously launched in 1954 when the Congress passed legislation providing for cooperative research in education, a proposition regarded with such minimal enthusiasm that it was not funded until 1957. Meanwhile, thanks in large part to the activities of the advocacy groups and particularly to statements made by such national leaders as John F. Kennedy and Hubert H. Humphrey, both of whom had handicapped children in their own families, considerable interest was being generated in extending Federal education assistance to such youngsters. Thus when Congress ultimately voted a $1 million appropriation for the Cooperative Research Act, it earmarked $675,000 of that amount for research having to do with education for the mentally retarded.

A start having been made, the Federal interest began to widen. In the following few years came legislation covering such matters as captioned films for the deaf and support for training teachers and other education specialists for the mentally retarded, the deaf, and the speech impaired (and later, all other groups of disabled children). A much broader development came in 1965 with the passage of the Elementary and Secondary Education Act, Title I of which included coverage of the handicapped. In that same year and in the year following came two major bills amending ESEA so as to give greater emphasis to its provisions for special education. The first, Public Law 89-313, provided support for the education of handicapped children in State-operated schools and hospitals. Even more noteworthy was the second, Public Law 89-750, which created a new Title VI of the Act. This new "title" or section was the prototype of the basic Office of Education program for the handicapped in existence (in greatly revised form) today. In addition to establishing a grant program aimed at strengthening State programs for all handicapped children, P.L. 89-750 brought into being the Bureau of Education for the Handicapped and the National Advisory Committee on the Handicapped.

In session after session thereafter the Congress continued to strengthen the Federal role. During the next six years about a dozen new bills directly concerned with special education—covering such matters as early childhood education for the handicapped, the establishment of deaf-blind centers and regional resource centers, education for gifted and talented, and many others—were signed into law.

Then came Public Law 93-380, the landmark Education Amendments of 1974. Beyond authorizing higher levels of aid to the States, P.L. 93-380 was in particular noteworthy for its specification of due process requirements protecting the rights of handicapped youngsters, for its support of the principle of placing such children in the least restrictive educational environment commensurate with their needs, and for requiring the States not only to establish a goal of providing full educational services to handicapped children but to develop a plan setting forth how and when the State expects to achieve that goal.

In November of 1975 this important law was greatly broadened by the enactment of an even more significant measure, the Education for All Handicapped Children Act, Public Law 94-142. The new bill calls for a massive expansion of the authorized levels of the basic State grants program—to a possible annual total of more than $3 billion by 1982—and although *authorizations* are not to be equated with actual *appropriations*, these funding provisions are in any case an indication of the magnitude of Congress's concern. Of probably greater immediate significance are some of the positions taken in the bill. First, unlike other Federal education laws, P.L. 94-142 has no expiration date; it is regarded as a permanent instrument. Second, the Act does not simply involve another expression of Federal interest in special education programming in general, but rather a specific commitment to all handicapped children. And third, P.L. 94-142 sets forth as national policy the proposition that education must be extended to handicapped persons as their fundamental right.

With the comprehensive provisions of Public Law 94-142 and related Federal legislation, together with the advances mandated by the courts and increasingly being incorporated into State education statutes, the basic machinery would seem to be in place for propelling education of the handicapped into a new era. The handicapped person's right to a good education is now guaranteed, and though lamentably often there has been a serious difference between actual practice and what State and Federal laws supposedly require, there is now at least a firm foundation on which to build.

Thus perhaps the basic challenge in special education today is the conversion of promise into reality. One such promise, for example, requires seeing to it that handicapped children are educated in the least restrictive environment commensurate with their needs, or more loosely (and with much confusion) "mainstreaming." Desirable though this concept may be, there is considerable question as to whether the education system—and indeed the special education sector of that system—knows exactly how to go about putting it into practice.

The crucial central issue goes far beyond optimum pedagogical practices or research or funding or the mechanics of moving youngsters into different settings. The overriding issue in this and all other provisions affecting the handicapped is the matter of attitudes.

The progress of the past 200 years, and the last ten in particular, will in fact remain essentially meaningless until handicapped people win their appropriate place not just in "regular" classrooms but in the "regular society," there to be judged not on the basis of their disabilities but on the basis of their worth as human beings.

7

Looking Back

Despite two centuries of national history, only within the last few years has the right of handicapped children to an education appropriate to their needs begun to be accepted. Nonetheless, the evolution of educational provisions for the handicapped during those two centuries has been marked by steady progress.

The story can conveniently be summarized by pinpointing major milestones of advances occurring approximately every 40 to 50 years. The progression has basically consisted of: neglect of public education of handicapped children between 1776 and 1817; the rise of asylums and residental institutions for handicapped children beginning in 1817; the establishment of day school classes, beginning in 1869; the expansion of a dual system of residential and day schools for handicapped children from 1869 to 1913; State programs for handicapped children supported by State subsidies and supplemental local school programs beginning around 1900; and the rapid expansion of public school programs starting in about 1950.

Since that time—largely because of a combination of landmark Federal legislation and precedent-setting court cases—the pace of change has accelerated so rapidly that progress has been greater during the past decade than during the previous two centuries. Behind this spurt of activity has been the climax of a fundamental change in attitudes that has occurred since the Nation's founding. Initially the handicapped were firmly rejected, conventional practice being to remove them as far from society as possible. In time rejection to a large extent gave way to a sense of charity. Though pity was seen as a gain over hostility, in practice the handicapped remained in isolation. Only in recent years, spurred by a heightened national concern for equity, has there begun to emerge a recognition that the handicapped deserve (and legally must be afforded) rights and opportunities equivalent to those enjoyed by all other American citizens. Though a strong beginning has been made, however, this point of view is still far from universal.

There remains a significant degree of the neglect that characterized the treatment of handicapped children and adults during the early decades of the Republic. As late as 1850 it was estimated that 60 percent of the inmates of the poorhouse in some States consisted of the deaf, the blind, the insane, and "idiots". The handicapped were classified with the poor and were "stored away" in houses of charity. Educational provisions had to wait for a few reformists who eventually aroused interested citizens to initiate some modest improvements.

The establishment of asylums (a practice imported from Europe) or State residential schools was the first organized effort to provide education for the handicapped. These residential schools brought services to the deaf, the blind, and the mentally defective in certain States.

Attention was first given to deaf children, who obviously could not keep pace in regular classrooms at a time when oral recitation was the predominant method of instruction. In 1817 a residential school for the deaf officially known as the American Asylum for the Education and Instruction of the Deaf (now the American School for the Deaf), was established in Hartford, Connecticut. Other States soon followed suit—New York, also in 1817; Kentucky in 1823; Ohio in 1829. The first residential school for the blind to be incorporated in the United States was established in Watertown, Massachusetts, in 1829. Known as the New England Asylum for the Blind (subsequently called the Perkins School for the Blind), this was a private institution, but State governments soon opened similar facilities—Ohio in 1837, Virginia in 1839, Kentucky in 1842. By the end of the Civil War there were at least 20 such schools.

The Nation's first residential school for the "feeble-minded", as the contemporary term had it, was established in South Boston in 1859 and was incorporated under the name of the Massachusetts School for Idiotic and Feeble-Minded Youth. Samuel Gridley Howe, head of the Perkins Institute for the Blind, was the primary force behind the legislation in Massachusetts that established this residential facility. Within the following decade similar schools were established in New York, Pennsylvania, Ohio, and Connecticut.

During these early periods in United States history, public schools did not assume responsibility for the education of handicapped children. That responsibility was instead undertaken primarily by State departments of health or social welfare. The result was a system of residential institutions that tended to place chief emphasis on the custodial rather than the educational—a movement fed by the rural nature of America, the sparsity of the population, and the lack of interest on the part of public school officials in providing services for handicapped children. The chief motivation of the time was charity, often spurred by religious commitment. Many of the superintendents of these residential schools—especially schools for the blind—were ministers of the gospel.

It took decades to change the concept of the asylum in the statutes which created these schools. Not until 1917, for example, did the State of Michigan legally declare the State's "school" for the deaf to be an educational institution.

During the middle of the 19th century it became obvious that the number of handicapped children in the society was far greater than the residential schools could hope to accommodate, and in any case that a number of minor handicapping conditions did not require institutionalization. An alternative was imported from Germany, where a day class for mental defectives was established in Halle in 1859, followed in 1867 by another in Dresden. The idea of establishing day classes was first formally introduced to American teachers by August Schneck of Detroit in an address to the American Teachers Association, and a number of cities soon took that step (see Table 2). The first class for the deaf in a public school was established in Boston in 1869. Additional large cities soon created special classes for different categories of handicapped children until, by 1913, most of the more familiar types of classes had been established. Of course, since this date numerous other types of special classes—for the epileptic, for example—have been organized.

Of the traditional special classes, those for the mentally retarded were reported in 1911 by the U.S. Bureau of Education to be most frequently provided. Table 3 gives data from 898 of the 1285 cities which had school superintendents at that time. The "environmentally exceptional" children were made up of non-English-speaking children, the sons and daughters of recently arrived immigrants. In any case, by the second decade of the present century the instructional plan of having day classes for handicapped children in the public schools was beginning to be accepted as an alternative to residential schools. Several major influences encouraged this development, among them the introduction of medical inspections into the schools in the early 1900s. Begun primarily for the detection and prevention of contagious infectious diseases, these inspections lead to the discovery that many children were suffering from hearing or visual impairments or other handicaps that had previously gone undetected. The schools responded to the medical findings and organized special classes for these pupils.

Meanwhile, of course, educational programs and institutions operated for the handicapped under private auspices remained a major element in the overall picture. Many of the early asylums were established by religious organizations, parents groups, and other citizen movements, and private facilities continue today to share a major responsibility for the education and care of all types of handicapped children.

The spirit behind the 19th century and early 20th century schools for the handicapped was without question elevated, but the atmosphere nevertheless was such as to implicitly identify the students as being inherently inferior. In contrast to the treatment of their nonhandicapped peers, whether education was to be made available to handicapped children depended on the affluence and the benevolence of the community. For this and other reasons, including the extreme reluctance of many parents to acknowledge that they had disabled youngsters, relatively few handicapped children received any schooling at all.

Nor was the neglect significantly diminished by the spread of compulsory attendance laws during the latter part of the 19th century. While this move was to make education virtually universal among nonhandicapped children, State and local education systems—reflecting the view of the larger society—felt that children with disabilities would be out of place in regular classrooms and therefore should be excluded.

Thus, as we have seen, it was only in recent years that the States were to make education for the handicapped mandatory. Instead they undertook to provide subsidies to help cover the

Table 2. Commonly Reported Dates for the Establishment of the First Day Classes for the Handicapped

Deaf	Boston, Massachusetts	1869
Retarded	Providence, Rhode Island	1896
Crippled	Chicago, Illinois	1899
Blind	Chicago, Illinois	1900
Lowered Vitality	Providence, Rhode Island	1908
Partially Seeing	Roxbury, Massachusetts	1913

Table 3. Percentages of United States Cities in 1911 Reporting Special Classes for Exceptional Children

Type		*Percentage of Cities*
Mentally Exceptional		42
Defective	11	
Backward	25	
Gifted	6	
Physically Exceptional		10
Environmentally Exceptional (non-English speaking)		39
Morally Exceptional (delinquent, incorrigible)		17

added costs for any public schools that decided to offer special education classes on their own. By 1900 two of the States—Wisconsin and Michigan—had authorized these subsidies (in both instances for education of the deaf). Other States subsequently followed suit, since it was cheaper to retain children within the community, at home and in the public schools, than to send them to State residential schools. This trend continued from year to year until by 1950, 34 States had established laws subsidizing public schools classes for youngsters with most types of handicapping conditions.

By that time the scene had been set for the great events that have brought education of the handicapped to its present status—the rewriting of State education statutes to include mandatory provisions for handicapped children, the precedent-setting court decisions, and the array of Federal laws topped by the new Education for All Handicapped Children Act.

It has been said that progress is two steps forward and one step backward. This fortunately has not precisely been true in the United States in the case of educational opportunities for handicapped children. Serious gaps still remain; the number of handicapped youngsters receiving an appropriate education is still equaled by the number who do not. Nevertheless, progress has been steady and sustained. By every sign the Nation seems firmly on the way toward achieving the goal of providing full educational opportunities for all handicapped children by 1980.

Looking Toward the Future

The continuing expansion of educational opportunities for the handicapped at the State and local levels, a succession of court decisions affirming the rights of handicapped students, and climactic new Federal legislation have combined to create a firm foundation for further progress. What may and should lie ahead, both immediately and for the long range, is of particular concern to the National Advisory Committee, as part of its responsibility to review the condition of education of the handicapped and suggest optimum courses for the future.

In carrying out that responsibility the Committee sought to supplement the backgrounds and perceptions represented on the Committee itself by soliciting the views of a wide range of persons whose work and background promised valuable insights. Individual Committee members conducted interviews with State and local directors of special education, classroom teachers, school principals, university professors, private school directors, State hospital directors, handicapped individuals, and parents of handicapped children. In addition, meetings were held with concerned groups, including extensive sessions with the National Association of State Directors of Special Education, and NACH representatives attended professional conferences to solicit suggestions. The Committee also consulted with a number of distinguished authorities. There were "hearings" with members of the staff of the Bureau of Education for the Handicapped and its able leader, Dr. Edwin W. Martin, Jr., and with appropriate other Office of Education program officials. The Committee is grateful to all of these individuals and groups for their cooperation and their contributions.

Concerns of the Field

The interviews conducted by NACH members (about 100 in all) clearly do not represent a scientific sampling. Judging from the experience of members of the Committee, however, and from testimony offered at Committee meetings, the results do appear to be an accurate reflection of some of the basic viewpoints and concerns of special educators in the field and of parent and other advocacy groups.

There was considerable opinion that the importance of continued leadership and support from the Federal level should not be allowed to obscure the significance of activities at the State and local levels. Thus in discussions concerning the need for a deliniation of responsibilities (so that services will be more coordinated and comprehensive), the following observations emerged: Whereas Federal activity and leadership are especially important in the initiation and support of research, model program development, dissemination, and technical assistance, the delivery of services occurs primarily through local and State agencies. At both State and local levels, these services vary in quality and kind, and there are inconsistencies in full implementation of legislated mandates and guidelines. Protection of the rights of handicapped individuals cannot be viewed as the responsibility of any single agency or government unit, but rather must be accepted as the active responsibility of all.

In regard to training, it was widely felt that existing programs of professional preparation require reexamination and improvement if they are to meet the demands of the future. Particular stress was laid on the training of regular educational personnel to work with handicapped pupils, especially in view of the increasing participation of these children within conventional education.

In this latter connection it was emphasized that the philosophy of "the least restrictive environment" cited in the new Education for All Handicapped Children Act clearly requires that fundamental changes occur in regular school personnel and programs as well as in the specialized ones. This obviously implies such activities as preservice training and inservice retraining of regular school personnel, programs for "regular" school children who will interact with handicapped children, and programs for parents of both regular and special education pupils. Less obviously but probably of greater significance, it implies far-reaching attitudinal changes on the part of society as a whole. Given the magnitude of the changes called for, the complexities and needs of "mainstreaming" emerge as being so significant as to require considerably more study and debate than the concept has received to date.

In other areas, there was strong support for continued and expanded programs and services in early childhood education, vocational education, physical education, and leisure activities. A special need for these and other kinds of activities was seen as existing among five particular groups of handicapped persons—secondary school pupils, adults, the inner-city handicapped, handicapped persons from non-majority cultures, and handicapped people living in rural or sparsely populated areas.

Regarding priorities in serving these groups, many of those interviewed by NACH members spoke of the importance of research aimed at developing remedial and treatment techniques and programs directed at specific handicapping conditions. Several respondents observed that even where funds and personnel are available, uncertainty often arises as to which particular programs are most effective for what particular situations.

As regards possible new legislation, there was consensus that the essential issue is implementation and enforcement of existing legislation, rather than the development of new mandates. Where legislative changes were suggested, the emphasis was on protection of due process, guarantees of constitutional rights, and (as NACH has strongly recommended in previous reports) increased opportunity for decision making by handicapped individuals themselves. Said a handicapped respondent, "We need to move from 'tugging at the heartstrings' to letting handicapped people demonstrate what they can do." Another proposed that all local, State, and Federal institutions serving the handicapped be required to hire handicapped consumers as consultants or advisors.

Advocacy groups were held to be of critical importance in achieving success in these and other areas, and the National Advisory Committee was specifically singled out for its role as "the public conscience" in matters relating to the right of handicapped children to a good education.

There was much interest in the development of more effective techniques of data collection and distribution, in part to facilitate the monitoring of general progress in achieving goals spelled out in legislation, and with equal importance to provide better mechanisms for identifying effective practices and approaches and for disseminating information about them. Most of those interviewed felt that the Bureau of Education for the Handicapped was the logical (and perhaps only practical) entity to spearhead and coordinate this kind of activity.

Throughout these discussions it was repeatedly suggested that the single most important requirement for significant advances in education of the handicapped is an affirmative public attitude toward handicapped people and their rights and capacities. Most of the barriers to accomplishment by handicapped individuals, the respondents agreed, lie not so much within those individuals themselves as within the society in which they live and learn and work.

Farther Down the Road

The Committee also concerned itself with likely future trends, seeking informed speculation on what might lie down the road. We are under no illusion that the following represents a definitive list. Rather it might be thought of as a cross-section of impressions that might be found in a futurist's notebook.

One of the significant developments to be expected in the future is a greater *diversity* in the handicapped student population. The present trend toward serving younger and younger children will spread to all States, so that early and continuous intervention with handicapped youngsters will become standard. At the same time there will be greater insistence on the principle that handicapped people should not be considered ineligible for intervention simply because they have reached the age of 21. Thus it can be expected that Adult and Continuing Education will undergo an extensive reformation to the end that handicapped adults can enjoy the benefits of adult learning now effectively reserved to the nonhandicapped. As another aspect of special education's broadening spectrum, programs for the gifted and taltented can be expected to attract major new emphasis.

Many *labels* of handicapping conditions have been shown to stigmatize children without serving any useful educational purpose, and opposition to this practice can be expected to intensify, particularly as handicapped people become more militant in their objections. Because a child must in some fashion be designated as being in need of services in order to qualify for them, however, consideration will likely be given to developing less stigmatizing and more functional classifications. Ultimately there may evolve a well-refined classification system which conveys in brief phrases the major characteristics of handicapped children's learning and social behavior and implies appropriate treatment, as is often the case with medical terms for diseases. Until the development of such a system, however, there will be increasing insistence that efforts be made to avoid the stigmatization and deceptive oversimplification that labelling breeds.

The concept of *accountability* will more and more pervade special education, especially in connection with the development of precise and uniform measures permitting reliable assessment of the impact of various programs and approaches. Such a system of measurement would bear the same relationship to communicating progress in special education that having a common tongue bears on creating greater understanding among people in disparate parts of the Nation. With it improved practices not only could be clearly documented and displayed but could more readily be disseminated. Without it each such gain must be translated into a variety of different measurement "languages." An important aspect of this work will be studies that specifically relate gains to the interventions that produced them, toward spelling out which interventions, under what conditions, are most productive, most cost-effective, and most likely to be applied, given the availability of the kinds of skills they require.

There will be continuing efforts in the general area of providing *service delivery*, with special emphasis on the search for a solution to the persistent problem of locating handicapped children who are not being served. This drive will be stimulated in part by a general recognition that early screening and identification methods now in use are unacceptably prone to error. Spurring it also will be the new "child find" provisions in the Federal Government's State assistance programs. Assuming the ultimate development of satisfactory identification methods, there is the further question of whether the services will be brought to the child or the child to the services. The latter method, being more economical and feasible in populous urban and suburban areas, is the more customary. To some extent even in these places, however, and more obviously in remote regions with scattered populations, services taken to children will be significantly broadened by such methods as telecommunications, travelling vans of Head Start teachers, video diagnosis of handicapping conditions, and others.

Personnel preparation also can be expected to acquire some new characteristics, chief among them an emphasis on interdisciplinary skills. The process of helping any handicapped children develop fundamental skills requires the efforts not just of special educators but of specialists from many fields—speech pathology, audiology, nursing, nutrition, medicine, psychology, physical education, recreation, and occupational and physical therapy among them. Increasingly the special educator will be required to have a firm grasp of what each of these disciplines involves and to be able to coordinate their implementation in educational settings involving both handicapped and nonhandicapped children.

In *research*, probably the most dramatic breakthroughs can be expected to come from medical, genetic, and pharmacological studies bearing on the prevention of handicaps with a biophysical cause. In particular, the next 25 to 50 years should see major breakthroughs in the prevention of handicapping conditions for which we now have some indication of cause. For example, since Down's syndrome is now known to be caused by a chromosomal anomaly, it is not unreasonable to expect that the cause of the anomaly itself will become known in the near future, and that this discovery will lead to prevention of the condition or its effects. Referring more specifically to special education, as research findings give greater precision to the early diagnosis of high risk infants and young children, it can be expected that prevention of the effects of handicapping conditions will come more and more to be one of special education's dominant functions.

No less significant departures from customary practice can be expected in other areas. The application of instructional *technology* will become far more general, and opposition to it far more muted, as electromechanical and other allegedly "dehumanizing" devices demonstrate their capacity to serve humanistic ends by opening up horizons in education for the handicapped that would otherwise remain closed. In *legislation*, the primary emphasis at the Federal level will be on securing appropriations closer to the amounts authorized for programs already enacted; and within the States the stress will be on removing age restrictions that limit the opportunities of handicapped persons. As for *litigation*, future suits may well aim not just at securing new educational rights for the handicapped but at making sure agreed-upon rights are actually afforded. Much of what is accomplished both through legislation and litigation will result from the growing strength of the *advocacy* movement. To date the impetus for this movement has come essentially from parents of handicapped children. Parents will continue to be in the vanguard, but increasingly involved in advocacy activities will be persons with a direct or indirect professional interest in education of the handicapped. Particularly if handicapped children fail to receive the benefits now promised in legislation and ordered in court decisions, educators in particular can be expected to become among the most active champions of rights for the handicapped, to the point of initiating litigation and promoting new legislation to enforce those rights.

Summing up, the momentum that has been gathering during the past decade will gather further force, and major inroads will be made in the unfinished elements of the revolution in education of the handicapped. Neglect and pity will give way to respect for individual rights, and one day the handicapped will be regarded not in terms of their limitations but on the basis of their qualities as human beings.

Priority Recommendations

Public attitudes toward education of the handicapped have undergone basic and far-reaching changes in the 200 years of our Nation's history. During most of that period society shunted handicapped persons aside, and the educational institutions created in their name were more often custodial than educational in character.

Today it is recognized—at least in the law if not in universal practice—that the rights of handicapped individuals are no less compelling than those of all other American citizens, including the right to a purposeful, comprehensive, and effective education. This change finds practical expression in a range of programs and services (and the commitment of funds needed to sustain them) so far beyond anything imagined in 1776 as to constitute for handicapped citizens a revolution comparable in spirit and purpose to the larger revolution we are celebrating this year.

For the handicapped, however, the struggle has really just begun. Despite the strides that have been made, particularly during the past decade, it is estimated that 45 percent of the Nation's handicapped children still do not receive an education comparable in quality and comprehensiveness to that offered to nonhandicapped youngsters. Approximately a million are denied education altogether. Moreover, the availability of educational opportunities for the handicapped varies widely. Disabled children in one State may have only a fourth as good a chance for a good education as similar children in the State next door, and in such fields as vocational and career education, handicapped learners are consistently excluded. In short, much remains to be done if handicapped people are to enjoy the educational opportunities that are their birthright.

The basic, overriding need is of course to close the gap that sees half of the Nation's handicapped children not receiving an education appropriate to their needs. That objective now has the force of law, having been incorporated into the Education for all Handicapped Children Act of 1975, Public Law 94-142, as national policy. Extraordinary efforts will be called for, however, if this and the numerous related provisions of the new Act are to be carried out successfully. P.L. 94-142 is complex and far-reaching, and it lays unprecedented obligations on State education officials in implementing the requirements of the law and on the Bureau of Education for the Handicapped in monitoring progress. Cooperation of the highest order will be necessary between State departments of education and the U.S Office of Education. The

Committee feels it to be urgent that the Commissioner of Education take the lead in stimulating such cooperation, and as part of its advisory function is including a recommendation to that effect in this report.

The Committee is at the same time deeply concerned about the capacity of the Bureau to carry out the responsibilities given it by Congress to assure that the various requirements of the law are realized—to assume what is in some degree a regulatory function. At best this responsibility represents a major departure from the Bureau's previous role of stimulator and guide, and as such presents risks of marring the reception the Bureau has heretofore received. In any case, the leadership exerted by the Bureau during the past nine years merits our commendation and that of the special education community in general.

However, the capacity of the Bureau to meet the challenges now confronting it is in severe jeopardy. The threat arises from the anamolous fact that in giving the Bureau a host of new and unusually demanding responsibilities under P.L. 94-142, the Congress made no accompanying arrangement for additional personnel needed to carry out those responsibilities. The job falls to the 20 persons (10 professional, 10 clerical) who make up the staff of the Bureau's Aid to States Branch. Even within the Office of Education, an agency that has been beset by severe problems of understaffing, that figure is remarkably low. Two comparable but far less complex OE State grant programs, for example, have staffs 350 percent as great.

One of the most reiterated of messages received by the Advisory Committee during the past year is that as far as legislation is concerned, the most urgent need is not so much for new laws as for implementation of those now on the books. The Committee has grave fear lest the great promise held out to handicapped children and their parents by P.L. 94-142 will fail to become reality, and we feel that an essential step toward avoiding that calamity is to provide BEH with the personnel it needs to make the new law work.

Turning to another Committee concern, P.L. 94-142 stipulates that learning opportunities are to be provided to handicapped children in the least restrictive environment commensurate with their needs. The Committee has been a firm advocate of this approach and continues to urge its adoption. At the same time, however, we are aware that certain basic and troublesome difficulties are arising. When loosely referred to as "mainstreaming," the concept acquires very different meanings to different people, and some of these interpretations are of dubious merit. Even under the most careful definition, moreover, little thought has been given to the preparation of "regular" school personnel to deal with handicapped pupils assigned to their schools. The Committee foresees growing turmoil until appropriate techniques are developed for applying the "least restrictive environment" concept to the classroom, and is thus recommending that the situation receive careful study by all elements of the special education community.

Another provision of P.L. 94-142 opens the way for Federal support of preschool education for the handicapped, a major breakthrough in special education programming. With such support now a reality, however, the ironic fact is that many children will still be denied access to early childhood programs because they live in States where laws do not authorize education at that early an age. A similar problem exists at the other end of the scale. Handicapped persons reaching the age of 21 abruptly find themselves cut off from special education programs, and many cannot turn to Adult and Continuing Education courses because such courses are rarely accommodated—either in content or in needed special arrangements—to the handicapped individual.

Such were some of the matters focused on by the Committee in drawing up its 1976 recommendations to the Commissioner of Education, the Secretary of Health, Education, and Welfare, and to the Congress. Consideration was of course given to many other issues, and the list could have been greatly expanded. On balance, however, we would submit the following as meriting priority consideration:

1. The National Advisory Committee has been a strong advocate of the concept that educational opportunities be provided to handicapped children in the least restrictive environment commensurate with their needs.

For many handicapped youngsters that might mean full-time enrollment in "regular" public schools. For others it might mean varying levels of more limited participation with non-handicapped children. For the most profoundly handicapped it might mean education provided exclusively in a special institution. The fundamental consideration, in any case, is the assurance that the learning experience become a factor in ending the isolation of handicapped children by providing it in those settings most likely to stimulate them to achieve their potential both academically and as individuals.

The Committee is gratified that this approach is specified in the Education for All Handicapped Children Act of 1975, P.L. 94-142. We are also aware, however, that the concept has generated certain reservations and even resistance. This appears particularly to be the case among administrators and teachers in schools where handicapped children have not heretofore been a factor and where little or no preparation has been made to receive and assimilate them. It would not be unexpected that at such schools—and in fact at any schools whose staffs have had no training in special education—the least restrictive environment goal would be either rejected or pursued inadequately.

Lack of appropriate staff preparation would appear to be only one among an array of problems. Doubtless the most critical has to do with attitudes. The concept of "the least restrictive environment" cannot be equated with simply transferring handicapped children to a different setting. The setting must also be benign, and that means major societal changes, among them an appreciation of the rights of handicapped persons both as citizens and as human beings. Toward that end ways will have to be found to constructively involve superintendents, principals, and other administrators; "regular" classroom teachers and other staff members; nonhandicapped students; and the community at large. Resistance and apathy must give way not just to toleration but to support.

Pending the achievement of changes this fundamental, the least restrictive environment objective would seem destined to remain a concept of obvious merit and great potential but without the means of transferring its promise into reality. The Committee believes that the waste of human resources implicit in that situation is unacceptable, both as a matter of law and of enlightened pedagogy. We therefore make the following recommendation:

> That all concerned—specifically including the Bureau of Education for the Handicapped, State departments of education, special education associations and other professional organizations, teacher training institutions, and the research community—make the concept of "the least restrictive environment" a priority concern in their discussions, study, planning, funding, and allocations of effort, toward developing techniques, strategies, and practices that will make this concept a standard and universal element in the operations of the Nation's school.

2. Research has clearly documented that early intervention into the education of handicapped children is of critical importance in enabling such youngsters not only to make greater progress as learners but to become participating members of society.

Several States have responded to this finding by extending education services to such children well prior to the school entry age that is customary in those States. Kansas and Iowa, for example, now have laws which make handicapped children eligible for such services beginning at birth. Many others, however, have not. Today in 29 States the law is silent in this regard, and thus in these places the public schools are in effect prohibited from working with handicapped children until they reach the age of five or six. Such States thus remain outside the coverage of a provision in the recently enacted Public Law 94-142 that opens the door to Federal support for the education of handicapped children beginning at age three.

On behalf of the approximately one million handicapped boys and girls of pre-school age in the United States, and their parents, the National Advisory Committee makes the following recommendation:

> That the Governors and legislatures of the several States join forces in making sure that educational services are authorized, and provided, for every handicapped child in their States, beginning at the child's birth, and that the Commissioner of Education lend his active support to the achievement of this goal.

3. The movement to improve educational opportunities for the handicapped is of such recent origin that many handicapped persons now about to reach 21—the typical maximum age for which the States authorize free public education—face the prospect of having their schooling end just as it is getting into high gear.

Their plight illustrates a significant gap in the Nation's education system: Although Adult and Continuing Education is undergoing a period of considerable expansion in the United States, with current enrollment conservatively estimated to exceed 13 million, minimal attention has been given to accommodating to the needs of the handicapped. The array of Adult and Continuing Education programs now in place or being organized—particularly in the community colleges and the smaller four-year institutions—represent for citizens in general a major advance toward the goal of life-long learning. For the Nation's 30 million handicapped adults they represent only a potential resource that to date has gone virtually untapped.

Capitalizing on that resource will require wholesale change in the conduct of Adult and Continuing Education and in meeting the special day-to-day needs of the handicapped individual. The institutions offering such courses will be called upon to address the goals and needs of a special new clientele and to change the curriculum accordingly. In the classroom it will be necessary to provide for such special services as interpreters and notetakers.

Feeling changes of this character to be necessary adjuncts to the national determination to end the warehousing of handicapped persons and to welcome them into the larger society, the National Advisory Committee makes the following recommendation:

> That Adult and Continuing Education officials in the U.S. Office of Education, together with officials of the departments of education and other relevant agencies within the States, launch special studies of their present programs toward accommodating those programs to the needs of students with disabilities; that the Bureau of Education for the Handicapped seek ways of applying its resources to help Adult and Continuing Education systems provide programs of specific use and benefit to handicapped learners; and that the Congress examine current Federal legislation bearing on Adult and Continuing Education and Special Education toward determining whether new provisions may be necessary to enable handicapped and nonhandicapped persons alike to enjoy the benefits of life-long learning.

4. With the enactment of the Education for All Handicapped Children Act, P.L. 94-142, the Congress has presented officials of the U.S. Office of Education and of the departments of education in each of the States with a major test of their leadership and administrative capacities. The new law is far-reaching and complex, and the goals it establishes have significant implications for the way the Nation's schools are henceforth to be conducted. In offering handicapped children opportunities for learning that are commensurate with their needs and with their rights as citizens, the law calls for extensive changes not only in traditional practices and procedures but in attitudes as well. Considerable blurring can be anticipated in the dividing line between "special education" and the conventional schooling of nonhandicapped

youngsters. Education of the handicapped increasingly will become the concern not just of some teachers and administrators but of all.

Within each State the responsibility for managing this transition and for assuring achievement of the great goals established by P.L. 94-142 rest with the State's department of education, and that responsibility applies not simply to the response by the State's schools but actions taken by all other State agencies that play a direct role in educating handicapped children. At the national level, the U.S. Office of Education also is given exceptionally wide responsibility. This responsibility includes the monitoring of progress toward specified goals and of requiring compliance with all provisions of the law as a condition of participating in the allocations it offers.

In short, as regards education for the handicapped, the chief education officers of the States and officials of the U.S. Office of Education are entering into a new relationship. Inherent in that relationship are possibilities both for great accomplishment and for disruptive tension. It is thus important that this complex and demanding venture be launched in an atmosphere of mutual understanding, worked out in discussions among State and Federal education officials of the highest level. Recognizing the great challenges that lie ahead in making P.L. 94-142 a success, the Committee makes the following recommendation:

> That the U.S. Commissioner of Education and the Chief State School Officer of each State join in a meeting convened by the Commissioner for the purposes of examining the provisions of the new Education for All Handicapped Children Act of 1975 (Public Law 94-142), determining responsibilities and strategies for the Act's implementation, and developing the framework for continued cooperation.

5. Through Public Law 94-142, the Congress has opened up the prospect of a new era for the Nation's handicapped children and their parents. There may be a question, however, whether that prospect will fully achieve its promise.

Highlighting this landmark legislation are a number of unprecedented guarantees. Among other things, the States and the local school districts are called upon to assure that handicapped children are afforded individualized programs of instruction and nondiscriminatory testing and evaluation, that heretofore neglected handicapped children are identified and served, that special education is provided in the least restrictive environment, that handicapped children are assured of complete due process procedures, that by 1978 an appropriate education is provided to *all* handicapped children. And there are numerous other requirements. In the history of Federal education legislation, the new law and the funding levels it ultimately calls for can be compared in scope only with the Title I provision for disadvantaged children in the Elementary and Secondary Education Act of 1965.

Responsibility for monitoring progress toward the guarantees spelled out in P.L. 94-142, for providing technical assistance when requested, and for assuring compliance with all requirements of the law fall to the 20 persons who make up the staff of the Aid to States Branch of the Bureau of Education for the Handicapped.

On several past occasions the National Advisory Committee has expressed its concern that the size of the BEH staff, particularly as regards the management of certain programs, is too small to permit maximum benefit to the children those programs are intended to serve. The Aid to States Branch has been a case in point. Now with the array of new services called for in this ambitious new law, the problem has reached crisis proportions. It is self-evident that a staff of ten professionals and ten clerical and other support personnel cannot efficiently manage a program directly involving 55 States and Territories and some 16,000 local school districts. To expect otherwise is unrealistic. The Committee therefore makes the following recommendation:

> That the Secretary of Health, Education, and Welfare, the Commissioner of Education, and the Congress consider the staff allocation situation in the Bureau of Education for the Handicapped and provide for sufficient additional positions to enable the Bureau to implement P.L. 94-142 in the fashion that Congress intended and that the interests of the Nation's handicapped children and their parents compel.

6. During this year of the American Revolution Bicentennial the Bureau of Education for the Handicapped is preparing to observe an anniversary of its own.

In 1966, in the process of amending the Elementary and Secondary Education Act, the Congress called for elevating the administration of programs for the handicapped in the Office of Education from Division to Bureau level. A few months later, in January of 1967, the Bureau was formally established.

Since that time BEH has become an invaluable national asset. By its leadership and its effective management of a succession of programs enacted by the Congress, the Bureau has played a seminal role in giving direction and substance to the effort to provide all handicapped children with an appropriate education.

In carrying out its responsibilities the Bureau has wisely emphasized stimulation rather than regulation. It has seen its role as catalyst—marshalling and applying its limited available funds, staff, and other resources in such a way as to generate broad and continuing impact. Bureau-supported programs, for example, have been a critical factor in launching what is now a national movement to end the educational neglect of severely handicapped children. Significant support of such efforts has come from the personal efforts of individual BEH staff members working with their colleagues in the field, as exemplified by a recent national meeting organized to achieve greater strength and coherence in activities for the severely handicapped.

Under the Education for All Handicapped Children Act of 1975, P.L. 94-142, the role of the Bureau has acquired another dimension. Provisions of the Act call upon the Bureau to serve as monitor for the Congress toward assuring that the States and localities meet the law's requirements. In view of the new kinds of relationships implicit in this new assignment, the Committee makes the following observation:

> That the Bureau of Education for the Handicapped is to be highly commended for its signal contributions to the day-to-day practice of special education, and most particularly for the leadership it has provided in identifying basic priorities and stimulating concentrated national efforts to respond to those priorities. The Committee urges the Bureau not to lose sight of this catalytic role and urges the Congress to periodically examine the Bureau's responsibilities toward assuring that the effectiveness of its leadership is not dissipated.

The Federal Role

The Bureau of Education for the Handicapped (BEH) is one of five bureaus in the U.S. Office of Education, its specific responsibility being to administer the Education of the Handicapped Act and other Federal legislation providing learning opportunities for handicapped youngsters.

Funds currently administered or monitored by the Bureau total close to $400 million. Of this amount, some $236 million represents programs authorized by the Education of the Handicapped Act, with the remainder coming under the Elementary-Secondary and Vocational Education Acts.

The Bureau is headed by a Deputy Commissioner and in addition to staff offices includes four Divisions (Innovation and Development, Personnel Preparation, Media Services, and Assistance to States) and their component Branches, plus an office for Gifted and Talented Education.

Within the general goal of assuring equal educational opportunities for all handicapped individuals, the Bureau has set the following six objectives:

To assure that every handicapped person receives an appropriately designed education;

To assist the States in providing appropriate educational services to all handicapped persons;

To assure that all handicapped youngsters leaving school have had career educational training relevant to the job market, their career aspirations, and their fullest potential;

To assure that all handicapped pupils have teachers and other resource persons trained in the particular skills required to help them achieve their full potential;

To secure the enrollment of handicapped children of pre-school age in educational and day-care programs; and

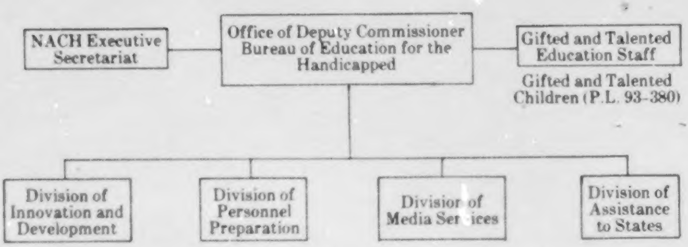
To encourage additional educational programming for severely handicapped children toward enabling them to become as independent as possible.

In pursuing those objective the Bureau is involved in four formula grant programs and 13 "discretionary" or competitive programs focused on particular fields or concerns. The following brief accounts summarize current operations:

Early Education for Handicapped Children

Recognizing a critical need for prototype projects for handicapped children from birth through the early primary school years, the

Table 4


NACH Executive Secretariat
Office of Deputy Commissioner Bureau of Education for the Handicapped
Gifted and Talented Education Staff
Gifted and Talented Children (P.L. 93-380)
Division of Innovation and Development
Division of Personnel Preparation
Division of Media Services
Division of Assistance to States

Division of Innovation and Development	Division of Personnel Preparation	Division of Media Services	Division of Assistance to States
Early Education for Handicapped Children (P.L. 91-230,C) Regional Education Program (P.L. 93-380) Specific Learning Disabilities (P.L. 91-230,G) Research and Demonstration (P.L. 91-230,E) Child Advocacy* (P.L. 91-230,E)	Training Personnel for the Education of the Handicapped (P.L. 91-230,D)	Instructional Media for the Handicapped (P.L. 91-230,F) Educational Media and Materials (P.L. 91-230 as amended) Regional Resource Centers (P.L. 91-230,C) Recruitment and Information (P.L. 91-230,D) Deaf-Blind Centers (P.L. 91-230,C)	State Plan Program (P.L. 91-230, B as amended by P.L. 94-142) State Supported and Operated Schools* (P.L. 89-10, Title I as amended) Vocational Education set-aside* (P.L. 90-576) ESEA Title IV set-aside* (P.L. 93-380) Programs for the Severely Handicapped (P.L. 91-230,C)

*Shared administration

Congress in 1968 enacted the Handicapped Children's Early Education Program (Part C of P.L. 91-230) authorizing the development of experimental preschool projects for handicapped children.

Sometimes referred to collectively as the First Chance Network, the 150 projects currently included in the program seek to develop and demonstrate effective intervention approaches in assisting handicapped children during their early years. Diversity among projects has been encouraged so as to develop models that are applicable to as many different handicapping conditions and environmental settings as possible. As a group, the projects provide services for orthopedically impaired, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, and other health impaired children who require special education and related services. In addition to intervention services for the young, First Chance projects emphasize parent and family involvement; coordinate comprehensive ventures with other agencies; and participate in broad-range program planning and evaluation activities. Finally, each project must be structured in such a way as to enable other communities to replicate or adopt exemplary programs or program components to meet their own needs.

The First Chance projects receive a mix of broad program support and consultative services from the Technical Assistance Development System (TADS), a component of the Frank Porter Graham Child Development Center at the University of North Carolina. TADS offers assistance in the areas of intervention, program planning and evaluation, and media and information.

Projects which have completed three years of demonstration activities under the Handicapped Children's Early Education Program are eligible to apply for outreach funds if they have obtained assurance that the component of the project providing direct services to children will be continued from State, local, private, or other Federal sources. There are two broad goals for the outreach phase of the Handicapped Children's Early Education Program—the stimulation of increased specialized services for young children with handicaps, and the development of models for effective outreach activities.

The funding level for the present fiscal year is $14 million. Of the 150 projects currently being supported, 126 are in the demonstration phase and 24 are providing outreach assistance.

Regional Education Program

As authorized by Title VI, Part B, of Public Law 93-380, the Regional Education Program provides support services for handicapped persons enrolled in institutions of higher education—including junior and community colleges, vocational and technical schools, and other appropriate nonprofit educational agencies.

Through grants and contracts with such institutions, the goal is to stimulate the development and operation of "specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf or other handicapped persons." Priority consideration is given to programs that serve multistate regions or large population centers, adapt existing techniques and approaches to the special needs of handicapped persons, and serve areas where the need for such programs is clearly demonstrated. Among the activities eligible for support under this authority are interpreting, notetaking, reading, wheelchair attending, brailling, tutoring, and counselling.

Last year some 600 pupils, all from the deaf population, were served by a total of $575,000 in grants divided among three projects—one at a vocational-technical institute, one at a community college, and one at a university. With an appropriation of $2,000,000, the Fiscal Year 1976 operational plan calls for grants to from four to six projects involving several kinds of handicaps.

Specific Learning Disabilitites

Totalling nearly two million, the learning disabled form one of the largest single groups of handicapped children in the United States, and represent perhaps the largest percentage of those unserved. Toward meeting the special educational needs of these children, the Congress in Part G of Public Law 91-230 established a program to create model Child Service Demonstration Centers (CSDCs) that would serve as beacons for progress by incorporating research, staff training, and services to children in an integrated effort.

With a current annual funding level of $4.25 million (scheduled to rise to $5 million next year), the program now includes 29 CSDCs serving some 7,700 learning disabled children and their families, plus a special project that provides technical and other assistance to the model centers. Program funds also are supporting inservice workshops, seminars, graduate courses, site visits, and other training for more than 7,800 teachers.

The CSDCs seek to perform a variety of functions. They provide testing and evaluation techniques to identify learning disabled children, and help develop programs accommodated to the special needs revealed by this testing and evaluation. They help other educational agencies and institutions make programs available to children not being served. They undertake research relating to the education of children with specific learning disabilities, disseminate information about effective new methods and techniques, and support training for teachers and other personnel planning to work in this field.

The approaches taken by individual Child Service Demonstration Centers are various and diverse, and the centers themselves are organized by several different kinds of sponsors—State and local education agencies, institutions of higher education, and various other public and private educational and research organizations.

Research and Demonstration

Major areas of emphasis in the Bureau's research program authorized under Part E of the Education of The Handicapped Act (P.L. 91-230) are assessment of the effectiveness of special education curricula and procedures; development of new curricula, materials, and techniques; and encouragement of the broadest possible diffusion and implementation of effective procedures.

The activities supported are applied rather than theoretical in character, and they are in general oriented to such BEH priority areas as early childhood education, full school services, career education, education of the severely handicapped, and personnel development. Now and in the period immediately ahead, the principal emphasis is on supporting projects which show the greatest promise of providing information and developing resources relevant to those priorities.

Over the past several years the research program has awarded approximately 100 grants and contracts annually. Because of variable starting and ending dates, closer to 150 projects are active within any given year. After a period of rapid initial expanion—with appropriations rising from $1 million in FY 1964 to $8 million in FY 1976—funding for the research program has in recent years stabilized at about the $11 million level.

Child Advocacy

The experimental Child Advocacy Program, funded under Part E of Public Law 91-230 as part of the BEH research effort, seeks to facilitate the development of children presenting behavioral or development problems by promoting constructive change in the systems—school systems among them—that impinge upon these children.

Now in its fifth year of operation and scheduled to terminate by the end of Fiscal Year 1977, the program has provided support to 12 projects. Many of these projects are community based, with members of the project staff selected from residents of the community and with program goals determined by community needs and priorities. Others are or have been based in local public schools, in such service organizations as the United Cerebral Palsy Association, in a law school, and in a State agency. In each case the goal is to develop a replicable model of how the status of the target children might be improved by bringing about changes in the systems that affect their daily lives.

The final phase of the program, currently being funded at an annual rate of about $1,000,000, will be concerned with the evaluation and validation of the models preliminary to disseminating information about successful products they have generated.

Although the responsibility for the fiscal and legal management of the Child Advocacy program resides in the Bureau of Education for the Handicapped, the program is jointly funded and monitored by BEH, the National Institute of Mental Health, and the Developmental Disabilities Office of DHEW's Office of Human Development.

Training Personnel

At a time when most school officials point to a teacher surplus, significant shortages remain a problem in personnel trained in education of the handicapped. Under Section D of Public Law 91-230, as amended by Public Law 94-142, the Handicapped Personnel Preparation Program seeks to address this problem by providing funds to improve the quality and increase the supply of special education teachers, supervisors, administrators, researchers, teacher educators, speech correctionists, and such other personnel as specialists in physical education and recreation, together with paraprofessionals.

Discretionary grants are made to institutions of higher education including junior and community colleges, to State education agencies, to local education agencies, and to other nonprofit agencies.

Currently funded at a level of $37.6 million, the program is today providing training to some 18,250 persons. In all, 604 projects are underway, including 287 new and 317 continuation projects. Approximately 300 postsecondary institutions are reached by this program, 20 of which are predominately black.

Among the priorities stressed by the program are early childhood education, education of the severely handicapped, the training of paraprofessionals, vocational/career education, and regular education.

Instructional Media

Part F of the Education of the Handicapped Act (P.L. 91-230), calls for a captioned films program aimed at promoting the general welfare of the deaf through the captioning and distribution of motion pictures, recognizing this medium as playing a major role in cultural and educational advancement. Evolving changes in the law have opened the way to the expansion of this activity, with the result that the overall captioned films and telecommunications program is today directed toward enhancing the basic human rights of the handicapped to benefit from advances in instructional technology and telecommunications that are normally taken for granted.

The Captioned Films for the Deaf program was established by Congress in 1958 through Public Law 85-905, which has subsequently been amended to capitalize on advances in educational technology through the establishment of a network of Area Learning Resource Centers (see following section). Captioned films, both theatrical and educational, now reach an audience of more than 3,000,000 hearing impaired persons annually in all 50 States. Some 4,500 groups composed of deaf persons have registered for this service, and new groups are being certified at a rate of about one a day.

As regards television, program officers point out that until recently this medium has not played a significant role in the enrichment of the lives of hearing impaired persons. With captioning, however, they say, television has the potential to become one of the greatest educational and information forces ever made available to the deaf.

Several steps already have been taken in this direction, among them the captioning of a national network news program broadcast five evenings per week over more than 130 PBS stations, the captioning of 52 half-hour programs of general interest, and the captioning of such children's programs as "ZOOM." Work also is going forward, through a contract with the Public Broadcasting Service, to develop a system which will enable captions to appear on the screens of regular television sets equipped with a special decoder. Expectations are that this advance will be achieved by 1980.

Meanwhile other associated activities supported by Part F continue to make progress. The National Theatre of the Deaf serves as a center for activities in the theatre arts as they relate to the cultural, educational and vocational betterment of the deaf population; and Recording for the Blind, Inc., through Project MAINSTREAM, offers a growing number of visually handicapped students free custom-made tape copies of textbooks required for classroom instruction.

Educational Media and Materials

Toward enabling special education to benefit from advances made in communications technology, Part F of the Education of the Handicapped Act (as amended by P.L. 94-142) authorizes a special complex of facilities dealing in educational media and materials. The complex includes 13 Area Learning Resource Centers, four Special Offices with discrete national responsibilities, and a National Center on Educational Media and Materials for the Handicapped.

The ALRC/SO/NCEMMH network, as it is sometimes called, complements the work of a related but separate BEH-supported program of Regional Resource Centers, which focus on appraising and prescribing for the special educational needs of handicapped youngsters.

Beyond its general mission of improving the education of handicapped students by improving the media and materials available to them, the mission of the ALRC/SO/NCEMMH program includes assisting State education agencies in the planning, development, or improvement of intrastate approaches to instructional materials support; and providing Federal assistance to intermediate and State agencies that are unable to meet the demand in such matters as training in the use of media and the development and distribution of effective materials. In carrying out its responsibilities the program does not work directly with children or teachers but rather with intervening agents.

State education agencies and universities make up the bulk of the 18 entities with which BEH contracts for operating the various components of the network, with a variety of subcontracting agencies (also consisting chiefly of universities and State education agencies) carrying out the work. Current annual expenditures for the program are slightly over $7.6 million.

Regional Resource Centers

The Regional Resource Center program, authorized by Part C of the Education of the Handicapped Act (P.L. 91-230) seeks to promote the development and application of exemplary appraisal and educational programming practices by State and local educational agencies. Toward this end the Act supports a network of Regional Resource Centers which provide demonstrations of systematic, comprehensive appraisal of the special educational needs of handicapped children as a basis for developing programs calculated to meet those needs, together with assistance to educational agencies in adopting optimum appraisal practices. A systematic, comprehensive appraisal process is taken as including referral and screening, individual assessment, development of appropriate individualized educational programs and placement, implementation of these programs, and provision and maintenance of testing and evaluation practices to determine whether the individualized programs have been effective. All categories of handicapping conditions are included in the program's coverage.

That coverage is provided by 13 regional centers (with varying geographic and work responsibilities) and a coordinating office, all of which operate under contract with the Bureau of Education for the Handicapped. In these settings the 14 contractors are divided about equally between universities and State education agencies. The overall center program is currently funded at a level of $13 million, up some $3 million from the previous fiscal year.

Recruitment and Information

The BEH Recruitment and Information program was created in 1968 by the Education of the Handicapped Act (Part D, P.L. 91-230) first to encourage more people to enter fields having to do with education of the handicapped, and secondly to provide information and referral services to parents of handicapped children, teachers, and others.

With the passage of time the latter aspect of the program has tended to outweigh the former, in part because of the strides that have been made in the preparation of special education personnel, and in part because of the larger numbers of parents who are seeking help.

Thus of the approximately 30,000 inquiries now being received annually by the program's National Information Center for the Handicapped—more familiarly known as Closer Look—about half come from parents of handicapped children. Many of these inquiries are generated by the program's prizewinning radio and TV "commercials" inviting parents to turn to Closer Look for help and guidance. Of the remainder, 24 percent come from professionals working with handicapped children, 13 percent from students, and the rest from miscellaneous other sources. Individual responses are made to these inquiries, either by mail or by telephone. The Closer Look staff also develops and distributes a wide variety of informational materials, and provides technical assistance to State and local education agencies, coalitions, and other organizations working with the handicapped.

In addition to maintaining the information center, located in Washington, D.C., the program enters into grants and contracts with public and private nonprofit agencies and organizations to carry out information and recruitment activities that supplement the national effort.

The State Plan Program

The broadest of the BEH programs—in terms both of funding levels and in scope of coverage—is the State Plan (or "EHA-B") program authorized under Part B of the Education of the Handicapped Act (as amended by P.L. 93-380 and P.L. 94-142). With the goal of providing every handicapped youngster in the Nation with the full range of educational opportunities by 1980, the program is currently providing grants to the States at a rate of $100 million annually, as contrasted with the $14.2 million with which the program was launched (as part of the Elementary-Secondary Education Act) in 1968.

Historically the States have been called upon to apply these funds to the initiation, expansion, and improvement of programs and projects for handicapped children at the preschool, elementary, and secondary levels. EHA-B thus served as a catalyst to promote increased and more comprehensive programming for all of the Nation's handicapped boys and girls.

Under forward funding provisions, the EHA-B appropriations pending at the time this report was prepared call for allocations of $200 million and $300 million for Fiscal Years 1976 and 1977 respectively.

Among other things, these marked increases would assure greater progress in searching for and serving handicapped children who have not been receiving an education. A particular focus of the program involves coverage of the severely handicapped and multihandicapped, who have gone largely unserved because of lack of understanding both of their needs and their potential. The money will also be used to initiate programs for preschoolers and to improve programs in secondary education. More specifically, new and adapted curriculum materials and methods will be developed for serving severely and multiply handicapped youngsters in local schools rather than in separate special institutions, and substantial short term inservice retraining of staff will be conducted so that these children will be received in less restrictive settings by more accepting and effective teachers and administrators. General as well as special educators will participate in training and orientation workshops designed to help develop more positive attitudes toward the handicapped in local communities.

Meanwhile amendments to EHA-B enacted under Public Laws 93-380 and 94-142 have imposed sweeping new Federal requirements on State and local school systems. These landmark laws mandate numerous administrative procedures and safeguards which must be part of every public school program for handicapped children, regardless of whether that particular program, district, or agency receives EHA-B funds. The new amendments also make Federal funding contingent upon the State's assurance that it will identify and provide appropriate programs for every handicapped child by 1980. A measure of the anticipated long-range impact of these Federal provisions is found in the fact that nearly half of the handicapped children in the United States today do not receive such programs and that approximately a million receive no education at all.

State Supported and Operated Schools

Through an amendment to Title I of the Elementary and Secondary Education Act (P.L. 89-10 as amended by P.L. 89-313), the Federal Government provides aid to State agencies for the education of handicapped children in State-operated and State-supported schools. In practice the program is a child-centered effort to accomplish two related purposes: To stimulate the development of new, self-contained projects; or alternatively, to stimulate projects which supplement, expand, or enrich existing educational programs, taking them beyond the basic activities normally supported through State or other funds. Projects may include diagnostic services, guidance and counseling services, work-study, and academic instruction programs. Construction, remodeling, equipment, and inservice staff training may be included in a project if such activities are essential to its success and if they support the main thrust of direct educational services to handicapped children.

Currently the program is providing financial assistance (at an average cost of $509 per child) to an estimated 188,000 handicapped children whose education is the responsibility of some 150 State agencies. The P.L. 89-313 formula requires that the program be funded at the maximum authorization based upon the average daily attendance multiplied by 40 percent of the State per pupil expenditure (or not less than 80 percent nor more than 120 percent of the national average.) Nearly three-fourths of the funds are being spent to enrich instructional programs (i.e., by the addition of specialized teachers, consultants, evaluation specialists, speech pathologists, and the like) and to provide inservice training. It should be noted that the current fiscal year is the second in which funds can, because of changes in the law, follow handicapped children who have transferred from institutional settings to local education agencies. These funds will help supplement appropriately designed educational programs for such children through such service as the hiring of consultants and the purchase of equipment.

Administration of the P.L. 89-313 program is a joint responsibility of BEH and OE's Bureau of School Systems, with the latter managing the disbursement of funds and BEH supervising the program's implementation.

Vocational Education

The 1968 Amendments of the Vocational Education Act of 1963 (P.L. 90-576) mandate that at least ten percent of the Federal funds allocated under Part B of that Act be set aside for vocational education for the handicapped. In the application of these funds the Act further requires that cooperative arrangements be made for coordinated activities among the State vocational education agency, the State special education agency, the State vocational rehabilitation agency, and other State agencies having responsibility for education of the handicapped.

The VEA set-aside for the handicapped currently totals $42.7 million, with approximately that same amount being matched by State and local funds. Overall some 234,000 handicapped individuals were reported to have received vocational education during Fiscal Year 1974.

Now under way within the Office of Education is a joint effort by the Bureau of Occupational and Adult Education and the Bureau of Education for the Handicapped to develop regulations which will apply to vocational education the benefits to handicapped persons contained in the new Education for All Handicapped Children Act of 1975. These regulations are expected to facilitate closer coordination between vocational and special education at the State and local levels.

Although the responsibility for fiscal and legal management of the VEA set-aside for the handicapped resides in the Bureau of Occupational and Adult Education, BEH cooperates in the administration of those funds toward insuring coordinated programming.

ESEA Title IV

Title III of the Elementary and Secondary Education Act of 1965 (ESEA), which was created to stimulate the development of innovative and exemplary programs, has long included education of handicapped children in its coverage. It continues to do so today as Title IV of ESEA, having been incorporated into that Title of the Act (along with several other of the original ESEA Titles) by the Education Amendments of 1974.

Out of the overall Title IV program funds, a portion is specifically reserved for projects focused on handicapped children. For Fiscal Year 1975 the special education allocation came to about $16,350,000, of which (as required under the law) 85 percent was assigned to the States and 15 percent was administered by the Commissioner of Education.

Current special education projects in the program lay particular stress on providing direct services. In general the projects seek to address such critical areas of special education as the placement of handicapped children in the least restrictive educational environment commensurate with their needs, the use of resource rooms, diagnostic-prescriptive teaching, individualized instruction, the use of paraprofessionals, the organization of curriculums around learning problems, education of the severely handicapped, early childhood education, vocational education, and evaluation.

Of the approximately 1,900 projects funded by the States during the 1974-75 school year, about 300 either dealt exclusively with handicapped children or had a special education component. During the same period about 80 of the programs funded by the Commissioner involved special education, with priority being given to replicability.

In recent years the Division of Education has placed much emphasis on identifying and validating education practices that work, and then spreading information about them to potential users elsewhere. Of a total of some 100 Title IV projects that have been validated thus far, 21 are in the area of special education. Two deal with varying kinds of handicapping conditions. Of the others, 11 are focused on learning disabilities, two on mental retardation, three on speech problems, one on hearing impairments, and two on emotional disturbances.

For the current Fiscal Year the 15 percent of Title IV funds reserved for special education amounts to approximately $14 million, with about half coming from the old Title III program and the other half under the new Title IV. Those funds are administered by the Title IV staff in the Bureau of School Systems, with consultative services being provided by the Bureau of Education for the Handicapped.

Programs for the Severely Handicapped

As authorized by Part C, Section 624, of the Education of the Handicapped Act (P.L. 91-230), a concerted effort is under way to improve the educational opportunities afforded severely mentally retarded children and youth, the severely emotionally disturbed, and those with multiple handicaps. The long-range objective of the program is to enable such young people to become as independent as possible, thereby reducing their requirements for institutional care and providing opportunity for self-development. Toward that end the program seeks to provide services to severely handicapped youngsters that are appropriate to their particular needs, and to do so in the least restrictive possible environment. Concomitantly, as part of its overall goal, the program stresses the development—through Federal, State and/or local funding sources—of demonstration programs for severely handicapped youngsters that will serve as models for replication in other communities and areas.

At a Fiscal Year 1976 funding level of $4.15 million, the program currently includes 22 projects, an increase of seven over the previous year, serving a total of 1,244 youngsters. Five of these projects are focused on the use and development of telecommunications techniques in educating severely handicapped children.

Gains reported by project directors include rising achievements by the children as measured by standarized and project-developed tests, improvement of attitudes as similarly measured, increased parent and volunteer involvement, and greater acceptance by the community and integration into it as measured by the increasing number of children being deinstitutionalized and the number being prepared for and obtaining employment.

Deaf-Blind Centers

In recognition of the critical learning challenges confronting children who are both deaf and blind, Part C of the Education of the Handicapped Act (P.L. 91-230) authorizes the establishment of model centers specifically designed to serve these severely handicapped boys and girls.

With a present annual Federal investment of $16 million, ten such centers are now in operation. Beginning as early as feasible in the child's life, the program seeks to provide deaf-blind youngsters with those specialized and intensive professional and allied services, methods, and aids that have been found to be most effective. The goal is to help deaf-blind children—of whom some 5,000 have been identified, with some estimates taking the possible total to as high as 7,000—adjust to the world around them, enjoy useful and meaningful participation in society, and achieve self-fulfillment.

Toward these ends the program offers full-time and part-time educational services, diagnosis and evaluation of the students' individual needs, counseling to parents, and in-service training for teachers and teacher aides.

In cooperation with more than 250 subcontracting agencies, the ten centers currently are providing full-time educational services to nearly 4,200 children and part-time services to an additional 300. In addition, some 3,000 of these children are receiving diagnostic and evaluation services, 2,500 families are receiving counseling (with 500 of these families taking advantage of a home correspondence course developed by the program), and 3,000 teachers, aides, and others are receiving in-service training.

Despite the progress that has been made since the launching of the centers, a national registry developed by the program indicates that at least 800 deaf-blind children still are not receiving full-time educational services. The goal is to close that gap by no later than 1980.

Gifted and Talented Children

The BEH Office for Gifted and Talented was initiated in 1972 under the Education Amendments of 1974 (P.L. 93-380), following a study of the needs of such children prepared for the Commissioner of Education in response to a Congressional mandate.

Surveys indicate that there are between 1.5 and 2.5 million gifted and talented youngsters, representing between three to five percent of the Nation's total school population. These are the children who by virtue of their high potential or performance in one or more areas—examples being intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts talent, and psychomotor ability—need differentiated educational programs beyond those normally provided by the regular classroom in order to realize their potential contribution to themselves and to society.

A 1970 study conducted by The National Center for Educational Statistics indicated that fewer than four percent of the gifted and talented receive special programs commensurate with their needs and that 57 percent of school administrators surveyed lacked techniques for identifying the gifted and talented children in their schools. Other studies show that such pupils are to be found among all socio-economic classes and races, and that their giftedness often generates hostility among teachers, counselors, and administrators.

In 1972 only ten State departments of education were found to be employing a full-time person for the gifted and talented. In an effort to expand such programs to all States, $1.1 million in funds provided under the Education Professions Development Act were used to establish a National/State Leadership Training Institute for the gifted and talented. The funds were used to train teams of five leaders each from 48 of the 50 States to develop plans and strategies for legislation and programs for the gifted and talented in their States. It is now estimated that 24 States appropriate funds for gifted and talented education, although fewer than 10 make such funds available to every district in their boundaries.

An activity that recognizes and rewards academic achievement is the Presidential Scholars Program, which was created in 1964 by Executive Order. The Office of Gifted and Talented has been assigned the responsibility for administrating this program and for the selection of the recipients of the award, which involves a visit to Washington by the Scholars and the presentation of a Presidential medallion.

As a result of Section 404 of Public Law 93-380, the Office of Gifted and Talented now administers a Fiscal Year 1976 appropriation of $2.56 million to aid State and local education agencies in developing, implementing, and improving programs for the gifted and talented. Fiscal Year 1976 plans involve awards to some 20 States and from 10 to 50 local educational agencies. Activities being supported include the development and dissemination of information, training of teachers and leadership personnel, and the establishment of six model projects in such special areas as early childhood education and programs for the handicapped and disadvantaged gifted.

The Changing Federal Role

Specific programs aside, the Federal role in education for the handicapped can be characterized in terms of three eras. The first is the period prior to 1958 when that role was limited to gathering information and developing publications and statistical reports in this field, and to providing a base in the U.S. Office of Education for a professional special educator to operate on a national level.

The second era began in 1958 with a small program authorizing the Office of Education to maintain a lending library of captioned films for the deaf, followed in 1959 by legislation authorizing support for training leadership personnel in mental retardation. From these beginnings there emerged over the next few years a flow of incremental new programs aimed at discrete educational problems of the handicapped and marked by such milestones as the establishment in 1963 (as part of the implementation of a new Community Mental Retardation Facilities Act) of the Division of Handicapped Children and Youth, and the formation in 1967 of the Bureau of Education for the Handicapped, as called for in the first version of the Education of the Handicapped Act. Throughout the 1960s and continuing in the 1970s, the Federal investment in education for the handicapped has constantly expanded, with new programs being added and older programs strengthened and revised.

The third era has just begun. Its launching was marked by the passage late last year of Public Law 94-142, the Education for All Handicapped Children Act of 1975. While the new law essentially amends and extends the long-standing Education of the Handicapped Act, P.L. 94-142 markedly changes many of the assumptions that lie behind Federal aid for the handicapped. Heretofore the basic rationale has been that the Federal role was to support and stimulate the development of local programming and to enhance the capacity of local institutions. Grants to colleges and universities, for example, could be used not only to help support students training for careers in special education but for such other purposes as developing new faculty positions and adding new curriculum offerings. Similarly, grants to States and local agencies might aim at providing impetus for additional programming to demonstrate effective new procedures. In these and other cases the concept was that the Federal effort would focus on increasing local and State participation in such a way as to create a "snowballing" movement in the education of handicapped children.

Although the signing of the Education of All Handicapped Children Act in the final days of 1975 signalled a significant departure from this posture, P.L. 94-142 is really a logical extension of efforts which have been under way at the

Federal level for at least six years. The goal has been to create a commitment to the education of each handicapped child—to carry forward the concept that a good education is a handicapped person's right as an American citizen. That goal was in turn an extension of earlier efforts at the State level which led to the development of State laws mandating educational opportunities for the handicapped. So, starting in 1969 the Bureau of Education for the Handicapped, together with the Council for Exceptional Children and other agencies, began to talk about basing the allocation of Federal funds on a commitment to educate each individual handicapped child, rather than the less specific arrangement of incremental Federal assistance aimed at promoting education of the handicapped in general.

The initial reflection of that new orientation came in 1971 and was marked by two developments. First, the Office of Education formally made education of the handicapped one of its priority concerns, and secondly, the then U.S. Commissioner of Education, Sidney P. Marland, Jr., established as a national goal the achievement of full educational opportunity for all handicapped children by 1980.

Court actions seeking equal educational opportunities for the handicapped and increased State efforts were accompanied in 1974 and 1975 by landmark legislation in which the Congress itself spelled out the full-service commitment. It did so first by requiring the States to establish a goal of providing an educational opportunities for all handicapped children. More recently it has incorporated this goal into the law as national public policy. Thus the new Act calls upon the States, as a condition for participating in Federal funding for education of handicapped children, to establish a policy of providing education to all such children between the ages of 3 and 18 by 1978, and between the ages of 3 and 21 by 1980 (with the reservation that programs for children between the ages of 3 and 5 and 18 and 21 are permissive to States that offer no such programs to nonhandicapped children).

For the future, there would seem to be three basic routes that Federal Aid to education of the handicapped might take over the next few years. The first would essentially be a limited extension of present efforts, with annual increments but with economic constraints holding Federal funding levels below those necessary to implement the new Education for All Handicapped Children Act fully. However, such a shortfall would not eliminate or reduce the commitment mandated in the law. By that mandate the States are legally obligated to extend education to all handicapped children if they are to share in the support the law makes available. It is worth noting that this acknowledgement of handicapped children's rights as citizens—irrespective of the availability of funds—is increasingly being recognized under other Federal laws (the Rehabilitation Act Amendments of 1974, for example) and in State and Federal court decisions. In any case, one possible course for the future of the Federal role is gradual but limited expansion of present funding levels.

A second is the one intended by the Act itself—a relatively rapid expansion of Federal appropriations and the assumption of a greater portion of the load carried by State and local governments. In this approach the emphasis would initially be placed on reaching unserved handicapped children and the severely handicapped, and then as these gaps were closed ultimately leading to a general sharing program with State and local agencies.

A third possible course for the future might be the development of Federal programs combining or consolidating earlier programs into a "block grant" arrangement. While such grants would undoubtedly call for assurances that handicapped children would receive full educational opportunity, they might join support for the handicapped to other Federal educational funds, with the decisions about the allocation of the overall total left to State officials.

This and the other two potential future courses for Federal aid deal only with money. In addition there will without question be a Federal responsibility to enhance the new commitment to education for each child by providing assistance aimed at achieving greater effectiveness in the educative processes. That role will call for advances in such areas as the development and refinement of new models for training teachers, the design of new educational technology, and the development of new models of service. The current priorities of the Bureau of Education for the Handicapped—to focus attention on providing preventive early education services for handicapped children, for example, and for developing new programs for severely handicapped children—seem likely to remain priorities for the remainder of this decade.

Status of 1975 Recommendations

In preparing its annual reports each year the National Advisory Committee had made it a practice to examine the status of the recommendations it had advanced 12 months earlier. The following summarizes what has happened as regards the recommendations contained in the report for 1975.

1. Within the theme of "Full Educational Opportunity Under the Law," the Committee recommended that all State special education laws be evaluated in terms of four specific guarantees to handicapped persons: Availability of a full range of educational services; opportunity to participate with nonhandicapped individuals in the least restrictive environment commensurate with their educational needs; nondiscriminatory testing and evaluation materials and procedures; and procedural safeguards in decisions regarding identification, evaluation, and educational placement.

All of these guarantees are basic elements of State plans submitted to the Bureau of Education for the Handicapped in connection with the State aid programs authorized by Public Law 89-313 and Part B of the Education of the Handicapped Act as amended by P.L. 93-380 and reaffirmed under the Education for All Handicapped Children Act, P.L. 94-142.

Since these plans and the new arrangements they call for entail major readjustments, the level of progress from State to State is uneven. In every case, however, the States are moving forward. BEH State Plan officers are now visiting 18 randomly selected States in the first phase (scheduled to be completed within the current school year) of a program to sample progress and offer technical assistance.

2. In connection with the scheduled White House Conference on Handicapped Individuals, the Committee recommended that State governors appoint planning committees to develop State conferences that would pave the way for the national event.

At the time of the submission of this report most States had set the necessary machinery in motion for State conferences, including the submission of requests for grants (of up to $25,000 each). Meanwhile the planning council and staff of the White House Conference has been preparing research papers and other background materials for possible use by the States while going forward with planning and organizing the national conference.

3. Recognizing that career and vocational opportunities are as important to handicapped *persons as to other citizens, the Committee recommended that all legislation and programs in the area of vocational and career education include the following assurances: That handicapped individuals have access to such programs, that funds be set aside for the establishment and expansion of vocational education programs for the handicapped, that matching State funds for this purpose be required, that all State plans contain a section outlining programs in career and vocational education programs for the handicapped, and that the availability of Federal support be contingent on inclusion of these provisions.*

The Committee was assured by the Commissioner of Education and OE's Bureau of Occupational and Adult Education (BOAE) of their concurrence with the spirit and principles of the recommendation. More specifically, BOAE stated its policy that no handicapped persons should be denied access to vocational education programs solely on the basis of their handicaps; that programs, facilities, and equipment should be modified where necessary to accommodate handicapped persons with potential for succeeding in those programs; and that there should be alternative arrangements for those unable to function in regular programs.

Regarding the four other elements of the recommendation, BOAE responded that all these provisions are called for under Public Law 90-576, the Vocational Education Amendment of 1968. The Committee was well aware of that fact but was aware also that abuse had been sufficiently widespread as to negate their impact. In short, there has been a significant gap between what the law seems to call for and what the handicapped actually receive. The Committee is informed that these items will specifically be considered by the Congress as part of an overall review in connection with hearings, under way at the time of the submission of this report, to amend and extend P.L. 90-576.

4. *Toward achieving the goal of providing early childhood education for all handicapped children, the Committee recommended that such education be mandated by the States and that local education agencies assume primary responsibility for its conduct; that all State plans for special education include a section dealing with pre-school children; that whenever possible handicapped children be integrated into regular early childhood education programs, and that increased emphasis concomittantly be placed on preservice training of early childhood educators; and that research in early childhood education be increased.*

New provisions of the BEH-administered State assistance programs (as called for in the recently enacted Public Law 94-142) require that by September of 1978, full educational services be provided to all handicapped children starting at age 3, except where State laws set the school entry age above that level. Thus each State plan submitted to BEH must contain a section dealing with preschool services, and to the extent possible, the States are called upon to integrate handicapped children into regular early childhood programs. Meanwhile inservice training has received increased emphasis from the Handicapped Children's Early Education

Program, with experimental demonstration and outreach projects providing substantial amounts of training and resource assistance to Head Start and many other agencies, and continued support is being given to preservice training programs by the BEH Division of Personnel Preparation. As regards research, increased emphasis has been placed on joint planning, particularly between the HCEEP and Research Projects Branch staffs, one result being the establishment of the birth-through-age-3 range as a research priority.

5. The Committee commended the Bureau of Education for the Handicapped for its leadership role and recommended that toward strengthening that rôle the Bureau direct special efforts to achieve the following: Maintenance of a full staff, improvement of interagency cooperation and coordination, more extensive review and dissemination of BEH-funded projects, more extensive evaluation of training models in Early Childhood and Vocational Education, careful monitoring and enforcement of the implementation of State plans, establishment of a comprehensive management information system, and the establishment of due process procedures.

The Bureau reports significant progress in most of these areas. All staff positions allocated to the Bureau have been filled or have action pending with the Office of Education's Personnel Division. BEH has widened its relationships with other Federal agencies, those within DHEW in particular, most recently by organizing an Interagency Panel on Child Find to locate handicapped children not receiving educational services. In regard to the monitoring and enforcement of State plans, and the review and dissemination of BEH-funded projects, the Bureau reports that while it believes that improvements have been made, present staff allocations are not adequate to meet the need, particularly the need to keep up with the new responsibilities given to BEH under P.L. 94-142. As regards training models in Early Childhood and Vocational Education, regulations require an extensive evaluation component in all grant applications, and in addition the Bureau is funding evaluation workshops for project participants now taking place at the University of Virginia's Evaluation Research Center. In connection with the management information recommendation, BEH has let a contract to secure a system unique to the Bureau's needs, and a final design is to be submitted shortly. Finally, as regard due process procedures, task forces are working on the necessary regulations, and these are expected to be ready for publication in the *Federal Register* before the end of this year.

6. Toward advancing the principle of self-determination for handicapped persons, the Committee recommended that an affirmative action policy be implemented to ensure that handicapped individuals are included in policy making bodies at Federal, State, and local levels.

So far as education of the handicapped is concerned, such a policy is implied in a provision of the new Education for All Handicapped Children Act (P.L. 94-142) calling for advisory panels. Under the law the membership of these panels must include handicapped persons. It is also noteworthy that the law calls upon the Secretary of HEW to assure that agencies receiving assistance under the Act "make positive efforts to employ and advance in employment" qualified handicapped persons. At the Federal level, support for such a policy is indicated by the fact that handicapped persons occupy leadership roles in the scheduled White House conference on Handicapped Individuals, and the NACH membership has always included handicapped persons. However, the Committee feels that considerably greater progress can and should be made in the employment of handicapped persons in policymaking positions in the Office of Education and the Bureau of Education for the Handicapped.

Two Special Institutions

Among the responsibilities given to the National Advisory Committee by its charter is that of reviewing the administration and operation of two special institutions created by the Congress to achieve special ends—the National Technical Institute for the Deaf, in New York State, and the Model Secondary School for the Deaf, in Washington, D.C. In both cases the essential purpose of their establishment was to show the way in filling gaps that denied to hearing impaired youngsters educational opportunities comparable to those afforded nonhandicapped students. In one case the problem was the lack of training in skills required in an increasingly technological job market, in the other the absence of quality programs at the high school level.

In addressing that purpose the two institutions have established themselves as important national assets. Not only are they helping hundreds of hearing impaired young people to lead fuller and more satisfying lives, but in the process they are demonstrating that given appropriate learning opportunities, handicapped children in general represent a national resource that the society cannot afford to ignore.

The National Institute for the Deaf (NTID) is a postsecondary co-educational, residential institution that provides technical education and training for deaf citizens to prepare them for successful employment; prepares professional persons to serve the Nation's deaf population; and conducts applied research into the social, educational, and economic assimilation of deaf people into the larger society.

NTID was established in 1965 by an Act of Congress (Public Law 89-36) as the only national technical college for the deaf. It has the unique added dimension of being part of a hearing college campus—New York's Rochester Institute of Technology. NTID thus represents the first large-scale effort to educate deaf students on a college campus planned originally for the hearing. The interaction of hearing and deaf students is intended to have the added benefit of helping to prepare the latter for future roles in a hearing world.

NTID accepted its first 70 students in 1968. Since then it has provided education and training to more than 1,350 students from 48 States and Territories. Enrollment has expanded to more than 680 students and is expected to reach 1,000 by 1978. The average age of a student upon entry is about 20 years. NTID students are profoundly deaf, with an average hearing loss of 95 decibels, and 97 percent of them sustained their deafness at birth or prior to age three years. Thus far, approximately 300 students have graduated from NTID with certificates, diplomas, or associate or bachelor degrees. The placement record for these graduates is at 96 percent, with placements occurring in 36 States and Territories and in positions commensurate with their areas and levels of education and training.

NTID curriculums provide a variety of programs (majors) and program levels (exit points) to deaf students. Programs are offered through the Departments of Business Technologies, Engineering Technologies, Technical Science and Visual Communication Technologies. Additional programs are offered to deaf students through the Rochester Institute Colleges of Business, Graphic Arts, General Studies, Institute College, and Continuing Education. In all, more than 98 career options are available to deaf students, and to assist them in preparing for available employment opportunities, NTID provides extensive support services such as notetaking, tutoring, counseling, and interpreting.

Graduate training and internships also are offered, through the Office of Professional Development, to professionals wishing to serve the deaf. Programs in this area include Educational Extension Programs, Manual Communication Programs, Interpreter Training Programs, Graduate Interships, and In-Service Training Programs.

Research at NTID is applied rather than basic; that is, research needs are based generally on particular problems to which solutions are being sought. Specifically, NTID addresses its research efforts to the following five categories of problems confronting deaf people: limited economic accommodation, restrictions in educational achievement, disabilities in communication, limited social and personal skills, and the development of new teaching techniques.

NTID was established because deaf citizens in the United States were experiencing high rates of unemployment and underemployment. A placement record of 96 percent demonstrates the effectiveness of this new endeavor, but NTID's success can also be seen on campus in the interactions among deaf and hearing students and in the lives of deaf graduates who are now successfully employed and independent.

The Model Secondary School for the Deaf (MSSD) was brought into being in 1966 under provisions of Public Law 89-694 toward stimulating programs across the Nation that would offer deaf students a first-rate high school education. The new enterprise began operations a year later in temporary quarters on the campus of Gallaudet College in Washington, D.C.

MSSD had its origins in a comprehensive study of education programs for the deaf conducted in the mid-1960s by the Department of Health, Education, and Welfare. The study revealed significant inadequacies and gaps in educational services for the hearing impaired and pointed to the distressing fact that few genuine secondary school programs for such youngsters existed in the United States.

The report also showed that largely because of inadequate opportunities at the high school level, only eight percent of deaf students were being admitted to postsecondary programs, as compared to 54 percent of the general hearing population. With the objective of narrowing that educational gap, legislation was introduced in the Congress that would establish a model school at the secondary level. The law charged the facility with developing a curriculum especially for young deaf students that could be replicated, thereby providing the stimulus for the development of other similar excellent programs for the deaf across the Nation.

Now six years later, the Model Secondary School has begun to make inroads into education of the deaf through techniques using individualized instruction, the latest in educational technology, and activities geared for optimum social and emotional development.

MSSD is also meeting the national commitment to disseminate the results of its efforts. Several instructional packages developed and tested at MSSD are presently being field-tested in other schools. On a more informal level, dissemination occurs through personal contact when staff members present papers on MSSD's operation to education meetings, participate in seminars and workships, and act as consultants to other programs. Still another vital means of dissemination occurs through publication of research papers, professional articles, and informational brochures about the program. The most personal avenue remains the visitors' program, which accommodates more than 2,000 persons annually who come to MSSD for orientation and observation.

A current goal is to further define and refine the dissemination program and its philosophy, so that MSSD's commitment to share its findings can be even more effective in the future.

This summer MSSD plans to open the doors of a new facility. Included in it are an academic building, a dining hall, a gymnasium, swimming pools, athletic fields, and health facilities. Meanwhile work is going forward on dormitories, scheduled for completion by late 1977, that will be able to accommodate up to 600 students. Thus the Bicentennial era is being marked by another major step forward in showing the way to quality education for deaf youngsters at the high school level.

As for the future, the goals and purposes of neither MSSD nor NTID can be expected to change soon. Both institutions have made great strides, but hundreds of deaf youngsters still do not receive an adequate secondary education or acquire vocational and career skills that match their capacity. Filling these gaps remains a challenging priority.

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Testimony submitted to the Sub-Committee on Select Education, United States House of Representatives, April 28, 1977.

Mr. Chairman and members of the committee.

I am Margaret Burley from Prospect, Ohio. I am presently serving as the Legislative Chairperson for the Ohio Association for the Hearing and Vision Impaired. That is the organization which I represent here today. I am the mother of four children, one of whom is hearing and vision impaired. My fifteen year-old deaf-blind son has attended the Deaf-Blind Unit at the Ohio State School for the Blind since February, 1974. Before that time there was no program for him in Ohio schools. I am grateful for the opportunity which this committee has given me to present testimony concerning the reauthorization of P.L. 91-230, Title VI, Part C, Centers and Services for Deaf-Blind Children.

This legislation was enacted by Congress as a result of the Rubella epidemics which affected an estimated 20,000 to 50,000 children in 1963 to 1965. In the absence of this legislation which amended the Elementary and Secondary Education Act, authorizing the Centers and Services to Deaf-Blind Children, the majority of these Deaf-Blind Children would never have had an opportunity to experience an educational process. This Act was authorized by Congress to enable the nation to meet the challenge of serving the deaf-blind, which placed an additional responsibility on the nation's limited facilities for the education of the handicapped.

We have begun the enormous task of serving our deaf-blind youngsters, yes, begun the task for there is much yet to do. We have many youngsters who are still on waiting lists, waiting for the opportunity to learn which our classes for the deaf-blind provide. As yet, we have no vocational or pre-vocational training programs for our hearing and vision impaired children. We are only beginning to learn what the needs are in these areas and how to service those needs. At the present time, there is no continuum of services for our deaf-blind persons. We are just now coming to realize how much we can do for our deaf-blind population so that they can be a productive, responsible part of our society. In many instances, they can become taxpayers, not tax liabilities, given appropriate training and technology. In all instances, they are human beings who deserve our best effort to allow them to have a life of quality and dignity.

Thank God the Rubella epidemics of the 1960's have been eliminated. Unfortunately, we have not yet eliminated Rubella, nor the many other causes of birth defects, such as viruses, infection, and drugs to name a few. Today, we find that many children are being born alive, who a few years ago would have been lost through miscarriage. Many of them are multi-handicapped. Thousands of children are born each year, who have serious impairments in both hearing and vision, from a variety of causes. We have an obligation to them the same as we have to the Rubella children. We should not throw away all the valuable time, effort, knowledge and money we have put into our programs for Deaf-Blind Children, simply because a date that was set ten years ago has come up on the calendar. We need to use these valuable tools which our Centers have devised for the betterment of the children who are still being born, and are yet to be born, who are deaf-blind.

For fiscal year 1978, Ohio expects to receive $349,909 in Federal funds to continue at present levels our current programs for deaf-blind children. After that, where will the money be found to continue these classes, which have proven to be so valuable to our youngsters. I have seen children who seemed to be only living lumps of clay turn into beautiful youngsters, with smiles on their faces, able at last to communicate with the world and to have goals for the future. A reason to live, at last.

What a shame to give hope to so many parents and children; to open the door to show us that our deaf-blind persons can have a life of productivety and quality; only to close the door when our children have only begun their journey.

What a detriment to our society to close these fine educational programs where our youngsters are learning to become contributing members of society. Where will they go? Will they be warehoused in subhuman institutions as so much garbage? Ohio has no plans to take over these programs. Will all our children be turned out on the street?

We are just beginning to have adequately, trained staffed, well-designed facilities, and appropriate instructional materials. Will all our planning and efforts go down the drain?

We can not rely on programs funded by the Education of All Handicapped Children Act' of 1975 (P.L. 94-142) because deaf-blind has not even been included as a category. The proposed rules and regulations to implement 94-142 have not been adopted, nor does that seem likely in the near future. Without rules and regulations in place, it will be difficult to enforce this law. We do not wish our excellent programs for deaf-blind children to fall in a crack between what has been and what may be. We respectfully suggest to this committee that a responsible government will reauthorize these programs which have been a boon to parents and children alike. Without them, families will be shattered, valuable human resources will be lost.

All programs for deaf-blind children in Ohio depend on these Federal funds in order to operate. The Deaf-Blind unit at Ohio State School for the Blind, which was instituted in 1972, solely because of P.L. 91-230, Title VI-C, receives approximately 80% of its funds through Title VI-C. Our deaf-blind consultant's salary is VI-C funded. How can we replace these programs? Ohio has not been able yet, even to serve appropriately its less severly handicapped youngsters, much less provide funding for our deaf-blind programs.

Our only hope of continuing to serve our deaf-blind population, adequately and appropriately is through the reauthorization of these Title VI-Part C programs. Our Association is made up of parents of children who are served by these programs all over Ohio. We support, wholeheartedly legislation to reauthorize these wonderful services to our children. Without it, we will be looking down a cold, dark hallway into a future of doom for our youngsters and our families.

Thank you for the opportunity to address our views to the committee. We hope that you will accept these statements which have come from the bottom of our hearts.